

tenure and Ethics

See pages 3 and 6 for discussion
of this year's Legislative hopes

CTA Journal

UNIVERSITY OF CALIFORNIA
MAY 1955
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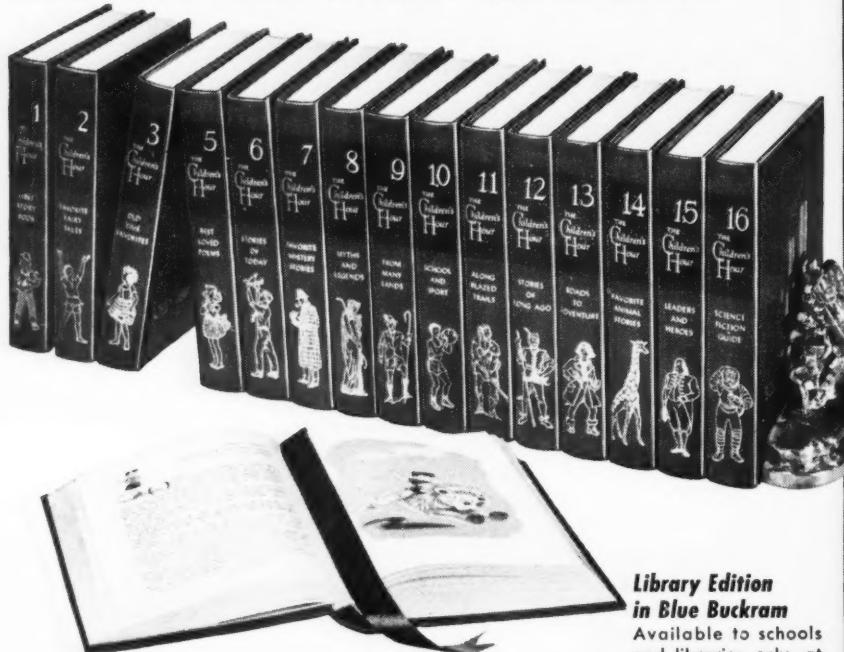


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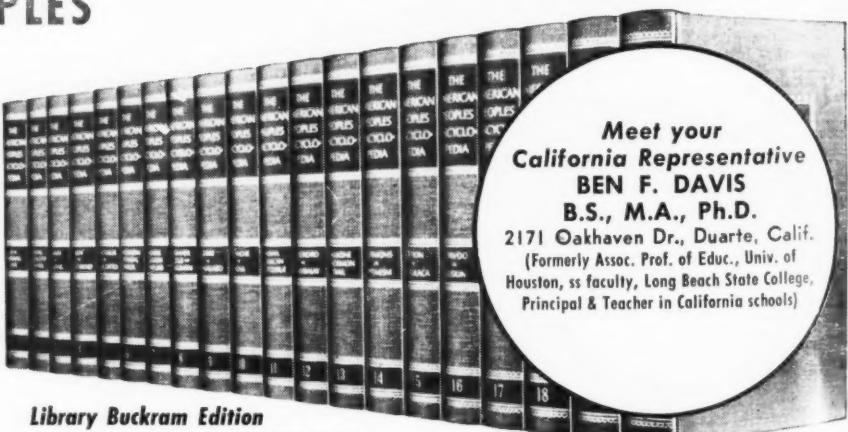
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CTA Journal

MAY
1955

Interloper

A boy's best friend is his dog. But there are times, like the embarrassing moment Spike suddenly appeared beside his master on the Commencement stage, when even the best friend lets a fellow down.

No doubt the District Superintendent, at the peak of a brilliant peroration, is vaguely wondering why the audience is giggling. We trust he doesn't find out before the red-faced boy takes Spike outside and quietly closes the door.

At alumni meetings in the future, everybody will remember this Commencement program, not for the soul-searching "Challenge of the Atomic Age," but for "the time the dog got on the stage and tried to lick Bill's face."

Vol. 51—No. 5

This issue—79,000 copies

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THE TENURE COMMITTEE

answers Mr. Lyon

MR. LYON'S open letter to the members of the CTA must be answered respectfully but firmly.

Mr. Lyon maintains that his bill which removes the present court determination of dismissal charges does not strike at the "heart of tenure." A basic principle in the present law is the guarantee that the charges will be heard by an impartial court. Mr. Lyon would substitute a decision by the governing board which is actually one of the parties to the controversy. This puts the governing board in the ridiculous position of sitting as a court to review its own previous judgment.

Mr. Lyon maintains that the provision for a court review should allay any apprehension teachers might feel about his bill. He did not point out the following facts:

1. Under the present law the burden of proof lies with the district while under the proposed law the burden is on the teacher to secure judicial review of a dismissal action.
2. Under the present law the judge hears all witnesses personally and can determine their creditability. Under the proposed law the review court is bound to accept the governing board's judgment as to the creditability of witnesses.
3. Under the present law the judge draws his own inferences from all the testimony and decides the right. Under the proposed law the judge would be required to draw all legitimate and reasonable inferences from the record to uphold the board's position, if possible. His power would begin and end with a determination as to whether there was any substantial evidence, contradicted or uncontradicted, which would support the board's decision to dismiss.

Mr. Lyon maintains that no citizen has any right to a court trial with respect to his dismissal from a job. He should have added, "unless a contract is involved." For many years the state has protected teachers from arbitrary dismissal by requiring that they be employed on annual contracts instead of on a day to day basis. When a district board claims that a teacher is subject to dismissal because of incompetence or for any other cause, the legal process is to establish that the teacher has breached his contract with the district. Courts have always been open for the adjudication of such questions and have provided an impartial forum for the determination of the issues of fact and law involved. It is basically unfair to place the decision as to whether a contract has been breached in the hands of one party to the contract, and particularly a party which is subject to political pressures.

Mr. Lyon did not quote the following section from his bill:

"In the event that a hearing is demanded by the employee, and the decision sustains the charges or some of them made in the accusation, the governing board shall not be limited to the imposition of the penalty specified in the notice of intention but may impose any penalty permitted by this section."

Under this proposal the teacher who has the temerity to fight back is in jeopardy of having the punishment increased after his hearing has been completed. At every step in the procedure the employee is put in a position of uncertainty and disadvantage.

JENNIE SESSIONS

Miss Sessions is chairman of the CTA Tenure Committee and a teacher at Inglewood high school. The statement above bearing her signature is an "answer" to "Assemblyman Lyon Has His Say" (page 9, April CTA Journal) which in turn was the Fullerton legislator's rebuttal to an editorial by Arthur F. Corey, "Lyon Bill on Attack on Tenure" (page 3, February CTA Journal).



FROM THE FIELD

... statewide professional news

WORKSHOPS, CONFERENCES . . .

CSTA Annual Executive Council will be held May 13-14 at Asilomar. CSTA Council, usually held simultaneously with State Council at Asilomar, was postponed this year because of crowded facilities. • A three-day SEMINAR FOR LOCAL ASSOCIATION PRESIDENTS will be held at Asilomar August 28-31. "Building the Year's Program for the Local Association" will be the theme. Jointly financed by CTA and participating CTA Chartered Chapters, the state organization will pay transportation costs of each local president. The local will pay \$20 for registration, room, and meals. Registrants will be limited to those who will serve as president during the coming school year. • First Annual American Traditional Art Show will be held May 13-22 at the Hollywood Palladium, with cash awards totaling \$2,000 set aside in professional, non-professional, and student categories. Artists from every state have signified their intention of entering, and entries are currently being submitted to the Hollywood Association of Artists office, 7167 Sunset Boulevard. • San Francisco State College has available the following grants for scholarships: California Congress of Parents and Teachers, \$1000; Crown-Zellerbach Scholarship Foundation, \$1500; Emblem Club, \$1000. For information concerning these grants, write Co-ordinator, Special Education Department, San Francisco State College, 1600 Holloway Avenue, San Francisco 27. • 1955 Summer Workshop Program at the University of Denver will again give teachers opportunity to bring problems directly from the classroom to the workshop. Emphasis will be placed on curriculum and teaching in the elementary school, curriculum and teaching in the secondary school, and on human relations. • Conference on the Education of Spanish-speaking Children and Youth will be held at San Jose State College June 27-July 15. Special resource persons will discuss the background and culture of Spanish-speaking people in California, their economic and social status and integration into community life. Special emphasis will be given to language and speech problems, with successful techniques for improving language facility demonstrated and discussed. Inquiries should be addressed to Mrs. Afton Dill Nance, Room 444, Education Building, 721 Capitol Avenue, Sacramento 14. • Fifth Annual Conference for Teachers of Mathematics and Fourth Annual Mathematics Laboratory on the U.C.L.A. campus will be held July 5-15. Laboratory and Conference are open to all teachers or prospective teachers of at least senior standing. Information is available from U. of C. Extension, Los Angeles 24. • A Workshop on Action Research, sponsored by the California School Supervisors Association and the Association for Supervision and Development, NEA, will be held at Occidental College, Los Angeles, August 8-19. Inquiries should be addressed to Dr. Smallenburg, Los Angeles County Schools, 808 N. Spring St., Los Angeles. • A Counseling and Guidance Workshop will be

held June 20 through July 15 at Chico State College. Information may be obtained from Dr. Margaret Wells at the college. • Narcotics will be the subject of summer session courses at University of Redlands and Pepperdine College this summer. The Redlands unit will be held June 20-July 22, with Pepperdine scheduled for June 20-July 29. • Three Language Arts Institutes will be conducted June 27-July 1 at the University of Minnesota's Center for Continuation Study. • The Second MPA-NEA Editor-Educator Conference will be held May 10-11 in Washington, D. C. • George Peabody College for Teachers will hold its second annual workshop in radio and TV for teachers, in cooperation with a local radio and television station. Outstanding leaders in the educational uses of these media will direct the two weeks' program, July 18-29. Write Dr. Felix Robb, Peabody College, Nashville, Tennessee, for information.

GOVERNOR'S CONFERENCE

The California Governor's Conference on Education, preliminary to the national White House Conference on Education next November, is tentatively scheduled for the week of September 26-October 1. At an executive committee meeting held March 31 in Sacramento, it was decided to create six Study Committees, each to be assigned to one of the six major topics. Chairman of the group assigned to the composition and duties of these Study Committees is Dr. Robert Gillingham. Other planning committees appointed at this first meeting are Preparation of Conference Budget, Apportionment of Delegates, and Selection of Conference Staff. CTA Executive Secretary Arthur Corey serves on this latter committee.

PROFESSORS ON TV

Dr. Frank Baxter, U.S.C. professor of Shakespearean fame via educational television channels, made the pages of Time magazine recently in a story of numerous U. S. educators making good on TV. Dr. Heinz Haber, of U.C.L.A., was also mentioned. Dr. Haber has made several television appearances, his most recent being on a Disneyland show, when he explained probable modes of space travel.

FALL 1954 ENROLLMENT

In 133 institutions of higher education in California, enrollment last fall totaled 277,016, of which 103,549 were women and 173,467 men. Of this total, 80,378 were first-time students. These figures are 16 per cent higher than 1953 enrollments.

MORE CHARTERS

Additional CTA charters granted by CTA during March include: 429, East Siskiyou County Teachers Association; 430, Alamitos Teachers' Association, Orange County; 431, Anaheim Secondary Teachers Association, Orange County; 432, Laguna Salada Teachers Association, San Mateo County; 433, Liberty Teachers' Association, Brentwood, Contra Costa County; 434, California Teachers Association Chapter of San Francisco; 435, Temple City Education Association of the Temple City Unified School District, Los Angeles County; 436, Northwestern Siskiyou County Teachers Association; 437, Madison - Houghton - Kearney Elementary School Faculty Club, Fresno County; 438, Bakersfield College Faculty Club, Kern County; 439, Gustine Public Schools Faculty Club, Merced County; 440, The Laguna Beach Faculty Club, Orange County.

(Continued to page 16)

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May 1955

EDUCATION, U.S.A.

..... *national professional news*

NEA CONVENTION SPEAKERS

tion of the NEA in Chicago, July 3-8. Harold Stassen, director, Foreign Operations Administration, and Adlai Stevenson, Democratic presidential candidate in 1952, have accepted invitations from NEA President Waurine Walker to address the convention. Two major innovations in NEA convention programs have been planned this year. One calls for dividing the representative assembly for a half-day into a series of small discussion groups on Wednesday afternoon, July 6, discussing NEA services, with participants evaluating and making suggestions about these services. The second innovation calls for devoting morning and afternoon sessions, July 7, to discussion of major professional problems.

PTA PASSES FOR SCHOOL CONSTRUCTION

upon local PTA groups for direct action in pressing their representatives in Washington for immediate preparation and passage of "a good emergency school construction bill." Most such aid bills introduced by the 84th Congress, including the much-criticized S. 968, are regarded by NCPT as inadequate for current requirements. Specific NCPT criticism of S. 968 says it is too involved and slow-moving, that it does not come up to standards of PTA policies which say that Federal funds shall be appropriated to give aid in the construction of school buildings after approved surveys have been made. Such funds should be (1) channeled from U. S. Office of Education through state departments of education to the local units of administration; (2) made available to the states on the basis of an objective formula taking into account both the need for school facilities and the relative ability of the states to meet such need; (3) allocated to encourage states to set forth principles for equalizing the distribution of state and federal funds, giving special consideration to school administrative units with relatively low financial resources and to areas especially affected by rapid and substantial increase in school-age population; (4) and should provide for minimum federal and maximum local control.

CALIFORNIANS ON WHCE

the Committee for the White House Conference on Education, serving specifically with the subcommittee assigned to the topic: "How can we finance our schools—build and operate them?" Dr. James C. Stone of the State Department of Public Instruction will be an advisor to the Presi-

dent's Committee in charge of the Conference, serving with the subcommittee studying the question, "How can we get enough good teachers—and keep them?" Chairman of this committee is Mrs. Rollin Brown, of Los Angeles, first vice-president of the National Congress of Parents and Teachers. Lambert Will Baker, Administrative Assistant for the Special Services Division of the Office of Superintendent of Schools, San Diego County, has been named western field representative. Mr. Baker will serve a 6-state area, including California, as liaison with the Conference. Conference chairman for the California state conference is Gardiner Johnson, attorney for CTA. Individual state conferences will identify, discuss and seek solutions to educational problems. National conference will be held in Washington, D. C., next November.

SALK VACCINE SUCCESSFUL

Polio—the scourge of school-age children—is on its way to oblivion, routed by a colorless liquid known as the Salk vaccine. Nation-wide field tests last year (see CTA Journal, page 23, October 1954) were conducted among countless thousands of school children, with Californians participating. Effectiveness of 90 per cent or better was announced last month. The March of Dimes has paid off!

A.S.C.D. CONFERENCE

At their tenth annual conference in Chicago this year, members of ASCD urged greater citizen interest in planning and improving the school program. Lay participation is needed to develop the best possible program, but to be effective, such committees must recognize that their function is advisory rather than official—yet they must be assured that their recommendations are carefully considered, often affecting decisions.

TV BOOSTS READING?

In a surprise statement recently, Gertrude Gscheidle, head of the Chicago Public Library, claimed that television actually boosts reading. Miss Gscheidle estimated that 300,000 more books were lent in 1954 than in 1953, attributing the increase to two factors: (1) television stimulates interest in new subjects, causing viewers to turn to books for more information; and (2) television frequently bores the viewer, causing him to turn to a good book. Both booksellers and librarians have proclaimed 1954 a "non-fiction" year, which Miss Gscheidle suggests is caused by discussion programs and do-it-yourself shows on television.

TEACHER SHORTAGE IN FRANCE

In its April 18 issue, Time magazine presents the French side of the teacher and classroom shortage. A report by the Primary School Inspector of Paris says that three out of four pupils in preparatory courses, four out of ten in second-year elementary, nearly half of all 9-to-11-year-olds and almost 75 per cent of those in final elementary school classes are at least a year behind their age groups. The same issue of Time, incidentally, devotes more than a page to a discussion of the Samuel Johnson Dictionary, now 200 years old.

STATE COUNCIL OF EDUCATION

TENURE BILL

Amendment to SB 1967

controversial issues discussed

DECISION to modify the language of Senate Bill 1967 in order to assure its passage in this session of the State Legislature was a major move of the State Council of Education in annual session at Asilomar, Pacific Grove, April 8-9.

CTA's original objective, as outlined at the December meeting of the Council, will be preserved in the newly approved amendment. Proposed Sec. 13533.5 of the Education Code would read:

"Upon any such trial, the court shall receive and consider as evidence any written report setting forth findings upon the subject matter at issue prepared by a commission on personnel standards, or a panel thereof, maintained regularly by a statewide professional educational association, if the members of the commission, or of the panel which prepared the report, are available to be called by the court or any party to the proceedings to testify as expert witnesses as to the matters reported upon. Any such member so called shall be subject to examination and objection as to his competency and qualifications as an expert witness, and as to his bias. If any such witness is called and examined by the court, the rights of the parties shall be those provided by Section 1871 of the Code of Civil Procedure. The court may fix, and apportion and charge, the compensation and necessary expenses of any such expert or experts in the manner provided by said section. Any written report so received, and all testimony, statements and

other proceedings before the commission, or the panel thereof, shall be deemed to be in connection with judicial proceedings within the meaning of Section 47 of the Civil Code."

Court testimony mentioned in the section would give personnel of CTA's ethics or personnel boards immunity from suit, the Association would not be required to enter every suit, and a background of ethical considerations would acquire legal status. Reference to California Teachers Association by name, as it appeared in the original Dilworth bill, will be dropped to eliminate an appearance of favoritism.



President
Robert C.
Gillingham
presided
at sessions
of State
Council

The 285 members of CTA's governing body met in ideal California weather beside Monterey Bay to study the problems of education for two days. Marked by a lack of controversy or major legislative issues, the sessions demonstrated constructive progress through unity.

The Commission on Educational Policy, which had its first meetings in recent months, recommended action on two issues.

Reporting Discussed

Taking issue with a recently released report of a Senate Interim Committee on Education, the Commission stated that school report cards should not be

PEOPLE AT WORK—Most important work of the State Council is conducted in committee sessions. Shown above, top to bottom, are: Tenure, Jennie Sessions, chairman, Bob McKay speaking; Financing Public Education, Paul Ehret, chairman, Dr. Frank Wright speaking; Salary Schedules and Trends, L. Donald Davis, chairman, Dr. Grant Jenkins speaking; International Relations, Jane L. Jensen, chairman.



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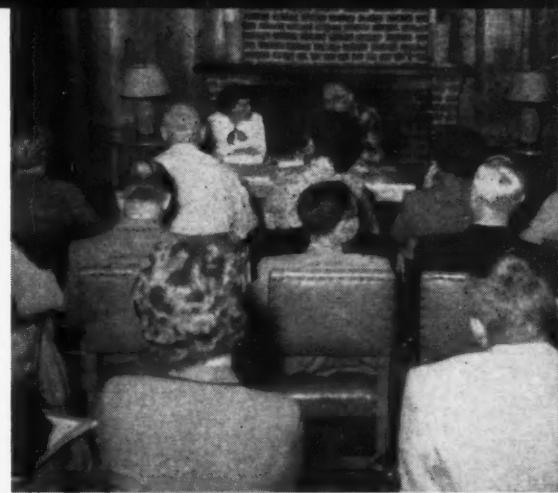
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BILL PROPOSAL SIMPLIFIED

1967 legal status on competency questions;
s discuss meeting of governing body.



an "either-or" proposition but must involve several factors relating to child growth. "Parents need and want to know where their child stands, not only in relation to his group, but in relation to his own abilities; not only in terms of academic accomplishment, but also in terms of personal growth. In the last analysis (grading method in California schools) is the problem of the local community and the local school."

Differing strongly with the views expressed in a recent book by Rudolf Flesch, the Commission advocated professional counter-action. (See detailed report on another page of this edition.)

Flays Federal Bill

Arthur Corey, in delivering his annual message as executive secretary, criticized the federal aid bill for school construction. The Council directed a committee to draft a telegram and approved the following draft, which was sent to President Eisenhower, Vice President Nixon, and Senators Knowland and Kuchel:

The State Council of Education of the California Teachers Association, in session, representing 75,000 members of the teaching profession, respectfully calls your attention to the inadequacy of Senate 968, the school construction bill. It fails to meet immediate needs for classrooms in our country and provides unnecessary and undesirable controls on the states. It is unrealistic, fiscally inadequate, and educationally unsound. We strongly urge that the wisdom and experience of educators throughout the country be utilized in revising the proposed legislation."

Mr. Corey's recent speech at the Denver regional convention of AASA, which has been widely reprinted and quoted, had stated that "the President is made to appear bad by the ineptness of his advisors" and had indicated that the bill submitted by the Administration had not been in accord with the

President's expressed wishes in his February 9 message to Congress.

Two additional subjects covered in the executive secretary's report included the new CTA income protection plan and the proposed CTA-sponsored plan to restore the 95-year-old historic schoolhouse in Columbia state park. The insurance plan is described on other pages in this edition.

Historic School Restoration

Already warmly commended by resolution of the joint houses of the State Legislature and the State Park Commission, the CTA plan will provide opportunity for the school children of the state to make small donations for the restoration of a two-story brick building and its contents as a historic landmark of the growth of education. The Legislature's resolution and a brief summary of next September's project will be found on another page of the Journal.

Hazel Blanchard to NEA

Mrs. Hazel Blanchard of Fresno was elected NEA Director for California in a close race with Mrs. Fern DeSoto of Chico. Mrs. Blanchard is a former president of the Central Section and has been a member of the Council for several years.

David J. Conley, who will retire as senior NEA director next July, was given a special tribute for his service, with his wife Donetta. In his report

COMMITTEES WORKING—Top to bottom, Retirement, J. Allen Hodges, chairman; Moral and Spiritual Values, Sarah Carter, chairman; Youth Activities and Welfare, Ruby Cruickshank, chairman; Teacher Education and Professional Standards, Myrtle Gustafson, chairman. The largest committee, Legislative (Erwin Dann, chairman), is not pictured, nor are the four commissions and one department.

to the Council, Conley said 50 per cent of the state's teachers are now members of the national professional organization and commended Central Coast Section, which reported a 58 per cent gain in NEA membership this year. Ten Council members signed up as



ARTHUR F. COREY, executive secretary of California Teachers Association since 1947, accepted his third four-year contract beginning July 1 to continue as secretary-treasurer of the Association.

Life Members during the session and almost 70 per cent of the Council now wears the NEA Blue Ribbon.

By official action, the Council endorsed the candidacy of John Lester Buford of Illinois for NEA president and Martha Shull of Oregon for first vice president. Election will be held at the delegate assembly in Chicago July 3-8.

Study United Nations

Jane Jensen, reporting for the International Relations committee, recommended that the CTA encourage boards of education to establish policy regarding study of the United Nations and its organizations. The Council approved the preparation of letters to be mailed to boards and local association presidents in line with a policy that "children should be taught how to examine and discuss subjects of a controversial nature."

Salary Support Plan

Salary Schedules and Trends committee, as reported by Chairman L. Donald Davis, recommended amendment of AB 986 which would provide for use of 65 per cent of the foundation program from state appropriations, based on prior year's a.d.a., for minimum salary support for certificated employees. He urged inclusion of 65 per cent of growth apportionment of the previous fiscal year as additional salary support.

The salary proposal, cleared through the Legislative committee, was a directive to CTA legislative representatives to work out with CASA, CSBA, and the State Department of Education a



ERWIN A. DANN of Fresno, former CTA president, retired from the CTA board of directors after serving two three-year terms.

mutually satisfactory amendment to the Geddes bill.

Finance Bills Approved

Numerous legislative bills studied by the committee on Financing Public Education, briefly included the following action by the Council:

Approved features of SB 504, providing financial support of districts for the teaching of California Academy students.

Approved support of AB 2811, authorizing school districts to build and equip facilities for handicapped children.

Approved SB 797, authorizing qualified districts to build facilities for exceptional and mentally retarded children.

Supported SB 675, which continues the level of financial support for the County School Service Fund for a four-year period. The bill is an urgency measure which would permit the Superintendent of Public Instruction to use \$500,000 to reimburse county superintendents for emergency education and county publication projects.

Reaffirmed support of AB 767, permitting governing boards to purchase textbooks, library books, and films, without calling for bids.

Supported AB 1726, authorizing the district educating a child in a licensed institution to collect state aid (a.d.a. plus \$150 in lieu of rent).

Credentials Strengthened

The Teacher Education and Professional Standards committee, Myrtle Gustafson reporting, urged the elimination of sub-standard credentials and banned the use of the "certificate of necessity." She added that local boards of education should assume responsibility for additional supervisory help for provisionally credentialed teachers.

Although it was pointed out that the Legislature probably will not allow the funds, Miss Gustafson read a resolution from the California Council on Teacher Education urging that additional money be provided the State Department of Education for the proposed creation



DR. REX TURNER of Oakland, who served two and a half years as CTA president, retired after two terms on the board of directors but will retain his position on the State Council of Education.



NEW BOARD MEMBERS—Ben Kellner, Bakersfield, and Helen Von Garden, St. Helena, took their places on the Board of Directors April 9. Both had served as presidents of their Sections, Central and Bay respectively. They take positions vacated by Erwin Dann and Rex Turner.

and operation of a teacher recruitment office.

No Extended Tenure

In addition to the proposed amendment to SB 1967 described above, Miss Jennie Sessions, chairman of the Tenure committee, proposed that the Council take no action on AB 2217 and SB 886, which would extend tenure to districts under 850 a.d.a. CTA Research department is conducting an exhaustive study of the problems of tenure extension to small districts and findings are not yet conclusive.

Plan B Supported

J. Allen Hodges, chairman of the Retirement committee, announced officially the returns on the state-wide vote on revision of retirement benefits. He showed that the 8 to 1 vote favoring change and the 5 to 1 vote favoring Plan B gave decisive mandate from CTA membership in support of SB 1445 as amended. Technical adjustments will be made in the bill in line with the formulas for Plan B, but the terms of the bill in final form will depend on Legislative studies.

The Legislative committee met five hours Friday night, hearing referrals from other committees. Those measures considered independently, as presented by Chairman Erwin Dann and approved by the Council, included:

Legislative Action

Support of SB 1671, requiring school boards to adopt regulations for the selection and review of library books and materials.

Supported a bill yet to be introduced legalizing pupil protection group insurance and waiving \$500 limit on claims under the California Interscholastic Federation insurance program.

Approved AB 1013, providing for election of junior college board members by wards.

Opposed AB 2128, prohibiting unlicensed persons from practicing psychology as it may relate to counseling and guidance programs.

Opposed AB 3388 in a second referral, providing for aviation education, on the grounds that CTA tries to avoid mandatory curriculum requirements.

Spokesmen for Ethics, Moral and

Spiritual Values, and Youth Activities and Welfare committees and the Classroom Teachers Department made reports to the Council, indicating progress in projects achieved and matters under study or reserved for continued study.

Deferred for action at the December meeting of the Council was a motion which would amend the CTA by-laws to provide for the distribution of assets on dissolution of the non-profit corporation. Legal notice of the amendment will be published in the Journal prior to the meeting.

The Friday morning general session opened with brief addresses from three guests.

Guest Speakers Heard

Mrs. Kenneth Spencer, president of the California Congress of Parents and Teachers, said that PTA membership in California had nearly reached the 1,400,000 mark and that the scholarship program sponsored by her organization had grown to a total fund of \$136,190.

Mrs. Elizabeth Hudson, president of the California School Boards Association, endorsed the principle of teacher freedom and indicated that governing boards must assume responsibility on controversial issues.

Dr. Roy Simpson, Superintendent of Public Instruction, reviewed some of

(Continued to page 29)



HAZEL BLANCHARD of Fresno was formally elected NEA Director for California to succeed David J. Conley. Her position will be confirmed by action of the NEA at the Delegate Assembly in Chicago next July.

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May 1955

Children to Restore Columbia Schoolhouse

SCHOOL CHILDREN of California will have an opportunity next fall to invest in the historical heritage of their state.

If each child and youth gives nickels and dimes to a CTA-sponsored fund for the restoration of the Old Columbia Grammar School, they will make possible the reconstruction and re-furnishing of the 95-year-old two-story brick building in Columbia State Park to memorialize the growth of education in California.

Before school opens next September, presidents of CTA local associations will receive full information on the Columbia project, which was fully endorsed by the State Council of Education at its April 9 meeting. A series of pictures, personality sketches, and historical articles will appear in the CTA Journal which will be useful in classroom discussion of California history and as supplementary literature in support of a worthy educational project.

As indicated in the resolution of the California Legislature, reproduced below, governing boards of local school districts should give their approval for solicitation of funds. All CTA members should read the resolution as well as the features to appear in fall editions of the Journal . . . then take appropriate action.

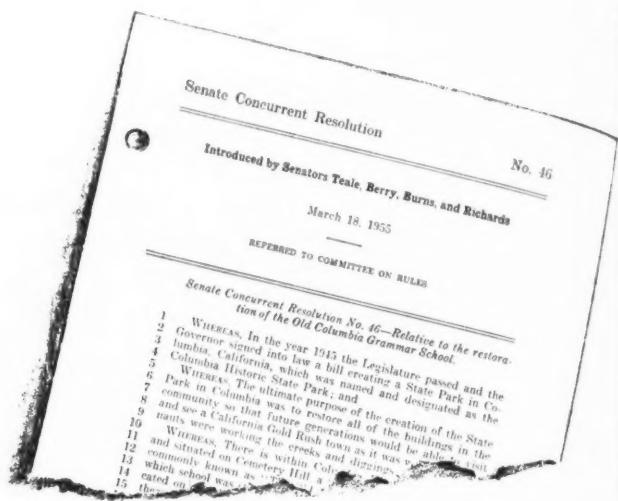
WHEREAS, In the year 1945 the Legislature passed and the Governor signed into law a bill creating a State Park in Columbia, California, which was named and designated as the Columbia Historic State Park; and

WHEREAS, The ultimate purpose of the creation of the State Park in Columbia was to restore all of the buildings in the community so that future generations would be able to visit and see a California Gold Rush town as it was when the Argonauts were working the creeks and diggings; and

WHEREAS, There is within Columbia Historic State Park, and situated on Cemetery Hill, a two-story brick school house commonly known as "The Old Columbia Grammar School," which school was constructed in the year 1860, formally dedicated on Thursday, November 1, 1860, and used continuously thereafter until the year 1937; and

WHEREAS, The Old Columbia Grammar School stands as a symbol of early education and of the development of free public schools in California, financed and built by a rough and tumble community of miners, who, while seeking gold, likewise sought truth and knowledge for their children; and

WHEREAS, The California Teachers Association, a non-profit corporation of the State of California, now proposes to organize and conduct a campaign among the school children of the State of California to raise funds to finance the permanent restoration of the Old Columbia Grammar School, with intent to complete the restoration in time for the One Hundredth Anniversary or Centennial of the school, the funds for such financing to be deposited in the State Treas-



ury and expended for that purpose under the supervision of the State Park Commission; and

WHEREAS, The State Park Commission, at its regular meeting in Sacramento, California on January 26, 1955, by resolution did approve the project of restoring the Old Columbia Grammar School and accept the offer of the California Teachers Association to supervise the collection of funds therefor; and

WHEREAS, The proposed restoration of the Old Columbia Grammar School will provide a permanent monument and shrine to education and the development of free public schools in the State of California; it will provide a depository for, and encourage the collection and preservation of documents relating to the history of California education; it will provide a medium for stimulating and intensifying the interest of California school children in the colorful history of California's Gold Rush Era; and it will provide opportunity for children, now and in the years to come, to witness in perfect detail and realism the typical school of the Gold Rush period; now, therefore, be it

Resolved by the Senate of the State of California, the Assembly thereof concurring, That the Legislature of the State of California approves and commends the project of the California Teachers Association to restore the Old Columbia Grammar School and urges the governing boards of all school districts and county boards of education to cooperate in the project by authorizing and encouraging within the schools of their respective districts and counties the solicitation of funds for the restoration of the Old Columbia Grammar School.

TEACHING TODAY'S YOUTH

PTA Study Course Continues Profitable

STRIKING at a problem that has concerned educators as well as parents for some time, the California Congress of Parents and Teachers has come up with a new study course, "Teaching Today's Youth," designed to extend areas of cooperation between the home and the high school by gaining factual information about the school program.

Pilot projects already completed in several parts of the state show that administrators and other school people who have participated have gained a new insight into their own field, as well as finding a new sense of understanding of school aims and problems expressed by the community.

During the elementary school years, Mom and Dad were able to help their children with school work and problems of behavior and adjustment. "Visiting school" was encouraged by the children and the teacher . . . the school plant was a familiar, friendly place to the whole family.

Junior and senior high schools present a different picture: larger and more distant from home, bewildering rules and regulations, along with a new set of values that exclude parents from the casual "dropping in for a visit" that was natural in the elementary school. High school boys and girls are often embarrassed if their parents visit school. Yet this is the time of life for very important decisions regarding the student's future, both in school and later. Who shall give help and guidance? How far can the parent go? Where does the school counsellor fit into the picture? How is the student adjusting socially?

Aid in Transition

Techniques for good parent, youth, and school relationships need to be developed and brought to the attention of all those concerned. It is here that the study course, "Teaching Today's Youth" enters the picture in an attempt to meet the need.

The CCPT was not alone in developing the course. Questions most often asked by parents formed the foundation around which the booklet was written. From there the cooperation of the school people came from CASA, CASSA, CSBA, CTA, and the Califor-

nia State Department of Education. Basic subject matter was written by Frank B. Lindsay, Chief of the Bureau of Secondary Education, California State Department of Education, and sent to the representatives of the co-sponsoring groups for their reactions and revisions. The finished manuscript represents the thinking of all the group members involved in the project.

Has Been Widely Used

Reports show that the same cooperation continued as study groups grew in local secondary school. More than 6,000 booklets have been distributed over the state since the project was introduced to the delegates at the CCPT state convention in the spring of 1954. The two-color 76-page booklet was designed by CTA's Department of Publications and produced by

the CTA lithograph shop in San Francisco on a cost basis for CCPT.

Communities have approached the course from various angles, adapting the material to local needs. In some, elaborate plans involving extensive pre-publicity through every channel available, recorders, resource persons, buzz sessions, and coffee breaks were used. In others a relatively small group gathered informally to discuss the questions that interested them most. In all cases, the parents finished the course with a feeling of pride in their high school, and a better understanding of their own role in guiding their young people through this sometimes tempestuous period of their lives.

If through this working and studying together, relationships are strengthened and the educational program known and interpreted to the community, three of the important objectives for which the Parent-Teacher organization was formed will have been fulfilled and the efforts so expended will pay big dividends in the lives of children.

The Neighbors

By George Clark



"But you can't quit teaching. Think of the money—no, don't think of that—think of your love of children."

Courtesy of George Clark and the Chicago-Tribune-New York News Syndicate, Inc.

CTA Research Department continues a series of articles for CTA Journal on school finance and relationships to teacher salaries.

School Support Starts at Home

SCHOOL districts are in the business of buying education for the children of the district. The money needed to carry on this business comes from three sources: State aid, local taxation and miscellaneous revenue. The first and last of these sources are dealt with in previously published articles of this series on district finances. In this article, the district's own contribution to its educational program will be considered.

The money raised by district taxes is often called local or district aid, to distinguish it from State aid. The amount of district aid is not fixed by a formula in the same manner as the State's contribution. It is determined by taking the total expenditure planned for a school year and subtracting the revenues expected from State aid and miscellaneous sources. The difference is the district aid which must be raised by local taxes.

Property Tax Necessary

District aid is raised by a levy on all taxable property within the district. The fraction of the value of a piece of property which must be paid as a tax, is known as the tax rate. Thus, if a tax of one dollar must be paid on property worth one hundred dollars, the tax rate is one dollar per hundred dollars of value. Only in the case of actual money is it easy to determine the value of property. For this reason, every county has an assessor whose office is charged with the responsibility for determining the values to be placed on all pieces of taxable property. The official value given to property by the assessor is known as the "assessed valuation" of that property.

Tax rates may be expressed in several ways. In California they are stated in terms of the number of dollars or cents of tax that must be paid on each \$100 of assessed valuation. To find the actual amount of tax that must be paid on a piece of property, its assessed valuation

must be divided by \$100 and the result multiplied by the tax rate. For example, let us find the tax on a house and lot having an assessed valuation of \$2,500 when the tax rate is one dollar and fifty cents. First we divide the assessed value by \$100, which gives us 25. Then we multiply this answer by the tax rate of \$1.50. Therefore, the tax on the house and lot is \$37.50.

Finding the total amount of money that a certain tax rate will raise when levied throughout a school district is no different than finding the tax on a single residence. The only change is that the entire assessed value of the district is used instead of that of one piece of property.

How to Find Tax Rate

Before a tax rate can be applied it must be determined. The method of doing this is the reverse of that used in finding the amount of the tax. That is, the amount of money desired is divided into the total assessed valuation of the district levying the tax, and the answer multiplied by one hundred dollars. In the case of a school district the amount to be collected is the district aid.

Let us work an example. Suppose that the Eager Beaver Unified School District proposes to carry on an educational program next year which calls for an expenditure of one million dollars. Suppose further that the total State aid is \$475,000 and that the district will get an additional \$50,000 for miscellaneous sources. This means that the total income of the Eager Beaver District from these two sources will be \$525,000; which leaves \$475,000 to be raised by local taxation.

Let us finally suppose that the total assessed valuation of this district is \$26,400,000. What will the tax rate be? First, we divide the district aid by the total assessed valuation. $\$475,000 \div \$26,400,000 = 0.0180$. Sec-

ond, we multiply this answer by \$100 ($100 \times 0.0180 = \1.80). We find, then, that the tax rate for next year for the Eager Beaver Unified School District will be \$1.80 per one hundred dollars of assessed valuation. (This is only the current expense tax. If a tax has to be levied to pay off bonds, or for other special purposes, such items will be additional.)

In making this calculation we have assumed that levying a tax is the same thing as collecting it. Unfortunately it is not. Not everybody pays his taxes on time, or at all. In other words, some of the taxes levied will become delinquent so that the actual amount raised will fall short of the amount needed for district aid.

Delinquency Is a Factor

The California Education Code provides that before the tax rate is calculated, 10 per cent must be deducted from the total assessed valuation of the district. In other words, only 90 per cent of the \$26,400,000 assessed valuation of the Eager Beaver Unified School District should have been used in our calculation. This would have given a tax rate of \$2.00 per one hundred dollars of assessed valuation.

The requirement that 10 per cent be deducted from the assessed valuation of a district before calculating the tax rate, was put into the Education Code during the depression days of the 1930's. At that time it was not an unreasonable protection against the danger of a district's failing to get enough revenue from local taxes to balance its budget. However, for many years, no California school district has had a tax delinquency so high as 10 per cent. In all districts, the tax rate levied actually brings in more money than called for by the district budget. This extra money is automatically placed in the general reserve for use in the following school year. Though by going through the

same procedure as is required for the original adoption of a school budget, governing boards may schedule this extra money for use during the current school year.

From what has been said it can be seen that school tax rates depend on two things—the amount of district aid needed to balance the budget, and the assessed valuation of the district. The greater the first and the smaller the second, the higher the tax rate. Which means that, in extreme cases, the rate might be very high indeed. To prevent the possibility of confiscatory rates, the legislature has set certain maximum limits on the rates that may be levied by any school district. If the calculation of the tax rate (made as described above) results in a rate higher than the maximum allowed for the district involved, the actual rate will be that maximum. This will not, of course, raise all the district aid needed, so the district will have to cut down on its budgeted expenditures or else use up some of its reserves.

Maximum Rates Set

The present maximum tax rates per one hundred dollars assessed valuation are: Elementary districts without a kindergarten—80c; elementary districts with a kindergarten—90c; high school district—75c; junior college districts—35c. If a district provides more than one level of education its maximum tax rate is the sum of those for the levels covered. For instance, if the Eager Beaver Unified School District maintains a kindergarten, an elementary school, and a high school, its maximum rate will be 90 cents plus 75 cents or \$1.65 per one hundred dollars of assessed valuation. Which means that the tax rate calculated for it is well in excess of the maximum limit; so that the actual rate would be the maximum one of \$1.65.

These maximum rates, like the requirement of allowing 10 per cent for possible tax delinquencies, were established during a time when economic conditions were much less favorable than now. Many districts find it impossible to purchase a reasonable amount of satisfactory educational service for their children when they are held to such rates. Fortunately, they do not have to remain under these ceilings.

Money needed to pay off school bonds and their interest is raised by a

special bond interest and redemption tax which is not included under the maximums mentioned above. In addition, special taxes may be levied for community services (such as after school and holiday recreation programs), payment of the contributions required from the district toward non-certificated retirement, payment of district contributions to a local teachers retirement plan, and provision of breakfasts and lunches for needy children.

Most important, however, is the fact that the tax limit for any school district may be raised by a vote of the people of the district. An election to raise the tax limit may be called by the governing board on its own initiative; while, if 10 per cent or more of the voters of the district petition for such an election, it must be called. The election must be to raise the ceiling by a specified amount. It may call for the raise to be for a definite number of years or for an indefinite time. In the latter case, the new ceiling is permanent unless it is raised or lowered as a result of a later election. At the present time, a very large number of districts are operating under tax limits that have been raised by this process. In fact, a majority of the elementary and high school students of California are being educated in districts operating under such raised tax ceilings.

No tax minimums are in effect that are comparable to the ceilings. If a district is able to obtain enough money from basic State aid and other sources to operate its program, there is nothing in the law requiring it to levy taxes at all. So it may be that a few small districts receiving relatively large amounts of Federal money or other special kinds of income, are operating without a local tax. However, it would not be surprising if reports for 1954-55 show that no such districts any longer exist.

There are mandatory tax minimums that a district must meet to receive equalization aid from the State. These are 60 cents for elementary districts, 40 cents for high school districts, and 30 cents for junior college districts. As in the case of tax minimums, the rates for unified districts and other districts covering more than one level of education are the sum of the rates for the separate levels.

GARFORD G. GORDON
CTA Asst. Director of Research

CANDIA TO LEAD CTA TOUR INTO MEXICO IN JULY



TOUR LEADER—John A. Candia, teacher of Spanish at Centennial senior high school, Compton, will be the tour leader of the CTA-sponsored bus tour of Mexico this summer.

Having traveled extensively in Mexico and having a wide acquaintance among natives of the country, Mr. Candia is unusually well qualified to conduct the CTA group.

The 33-day trip to major points of interest in Mexico, which will start from San Francisco on June 26, will cost \$377 for CTA members who register. Those who join the group at Los Angeles will pay \$10 less.

The itinerary is described on page 23 of the March CTA Journal. Descriptive literature is available by addressing requests to CTA Special Services, 693 Sutter St., San Francisco 2.

Application and a \$50 deposit should be sent at once to NEA Division of Travel Service, 1201-16th St. NW, Washington 6, DC. Tour space cannot be guaranteed to late registrants.

If you move this summer, be sure
CTA has your new address before
September 1. See page 40.

What I'd like to know is

Principal Problem

Q. Our Board recently selected a new principal for our school, promoting a teacher who had been holding the title of vice-principal. The Board acted in accordance with the superintendent's recommendation, but other teachers, some of whom hold necessary credentials, were not notified regarding the vacancy, nor were placement services canvassed for candidates. Are there any regulations which state how a principal should be chosen? Is it ethical for the superintendent to favor one teacher over another who has more years of teaching experience?

Ans. It is entirely normal for a governing board to expect its superintendent to recommend individuals to fill staff vacancies. In such cases, the board either accepts the superintendent's recommendation or asks him to submit another. Since the administrator is held responsible for the quality and functioning of his staff, this procedure is generally recommended.

There are varying theories on how a superintendent should arrive at his recommendations. Some feel that any qualified person within the staff should be given first choice. Others believe that qualified personnel in the district merely should be given opportunity to apply, along with candidates from placement services. There are no regulations as to what procedures an administrator must follow unless they are developed locally and adopted by the board.

In respect to the question regarding a superintendent favoring one teacher over another, it would be normal for the superintendent to favor the person he considers best qualified by training, ability, and personality. Years in teaching do not necessarily indicate administrative potential.

Teachers association professional relations committees in several districts have requested the governing board to adopt a policy which requires the superintendent to notify all personnel regarding vacancies, thus giving staff members assurance that they will be considered when there are opportunities for advancement or for preferred assignments.

Active In Campaign?

Q. If the CTA Ethics Commission is given some role in tenure dismissal cases, could it be predicted how the Commission would react to a dismissal based on the teacher's active participation in an election campaign, especially a local school board election?

Ans. Since the State Ethics Commission of CTA has published a full statement regarding the ethics of teacher participation in political decisions (Journal, March, 1954), we could predict with reasonable assurance that the Commission would continue to uphold the teacher's full citizenship rights. The nature of the participation, however, would make some difference.

If the teacher's activity were based on personal grudges or ambitions rather than on important issues affecting the general welfare of the schools and the teaching profession, political participation might be highly unethical. The full statement outlines the limits to political action, none of which infringes on the individual rights of a teacher or the right of a teachers' organization to engage in group action. Precautions are counseled on the basis of expediency and judgment rather than on ethics.

How About Politics?

Q. Our local teachers association adopted a motion to act as a group in urging the League of Women Voters to take an active part in the forthcoming school trustees election. Was it ethical for a CTA chapter to adopt such a resolution?

Ans. Your question implies that the association had some definite preferences which you hoped the League of Women Voters would share. You do not indicate that expression on these preferences was to be a part of the communication to the League.

Certainly asking any or all local organizations to take an active part in school elections could be taken only as encouraging wide participation in school decisions. This is clearly a positive act in fulfilling some ethical obligations of teachers. It should be commended.

Some questions answered by
HARRY A. FOSDICK
Secretary, CTA Ethics Commission

If there are clearcut issues involving the welfare of pupils, an effort to define these issues and even to publicize the stand taken on them by various candidates would be at least permissible, and might be a professional responsibility. On some issues, the teachers might even campaign for candidates supporting views which would best advance the public schools, while on others it would be advisable to see only that the issues are presented clearly so that the community can voice its preference. Exercise of good judgment will determine which course is sound.

On the other hand, if the campaign is merely a matter of personalities, or if the issues are of the type which should be worked out within the school family without precipitating public controversy, teachers' participation should be limited to casting their own votes. Stirring up community friction on problems without first exhausting every possible effort to find solution through democratic procedures within the staff and board is the type of activity to be avoided.

Public Schools Week

Q. What would you say is the purpose of a Public Schools Week event? Should it represent a normal program of the school or be a big "splurge" type of affair for which much special effort is expended?

Ans. The major purpose of Public Schools Week is to interest parents and other citizens in their schools and to re-emphasize the importance of public education in a democracy. To fully exploit the values of such a special week does involve somewhat of a "splurge."

A special effort should be so designed as to portray the normal program of the school in a dramatic way. This may sound contradictory, but the intent is that special exhibits or events should give some concept of the total program, more than a parent would receive in a single visit to the school on any one normal day.

Observance of Public Schools Week frequently involves much extra work for teachers, but at the same time it presents an opportunity for teachers to

stimulate the community understanding which must be the foundation for community support.

Compare Retirement

Q. Considering that I pay about three times as much for my teachers' retirement system as I would for social security, is our program really better? I wouldn't receive three times the benefits after 30 years of service, would I? Is the difference based on the larger number of people who pay in to social security?

Ans. To your last question, the answer is "no." Actually, after 30 years of service at age 60 you would receive more than twice the monthly benefits under the present teachers' retirement system as you would under social security at age 65. It is this difference in age which makes the biggest difference. Actuaries tell us that the cost of our system would be reduced by one-third if we granted no benefits until the member reached age 65.

Another factor affecting relative costs is that of recovering contributions. If you leave the teachers' retirement system, you can withdraw all your contributions along with accumulated interest. You cannot recover any contributions to social security. The only advantage I have heard advanced in arguments for social security coverage is that of dependency benefits. This undoubtedly will be the next major concern of the CTA retirement committee if plan B improvements are incorporated into teachers' retirement this year.

Not Fair or Legal

Q. Teachers in our district received their contracts for the 1955-56 year early in April. Some of us would like to look for preferred opportunities, but the 20 days which we are allowed for consideration will be gone before we could get answers elsewhere. We would be jeopardizing our positions here if we fail to sign. Is this fair to the teachers?

Ans. Neither fair nor legal! Your board is not empowered by the Education Code to offer you a contract until May 1. You would have at least until May 20 to sign your acceptance. While your governing board may be acting with the intention of assuring you that your position is secure, its official action

ETHICS CASES REVIEWED

A STATISTICAL review of the 40 major studies conducted by state and section Ethics Commissions since 1949 was summarized this month by the CTA Ethics Commission.

Nineteen cases were based primarily on the ethics of administrators, 18 hinged on the ethics of teachers, and three involved general conflict and confusion without specific accusations regarding individuals.

Cases involving administrators, or community conflicts in which a superintendent was the main subject of contention, were classified into three areas.

Five of these cases found the superintendent receiving either complete support or sufficient support that his community position was strengthened.

Criticism Voiced

In nine cases the superintendent was criticized more than he was praised. A change of administration resulted in five of these cases and in four of these five the administrator left the profession. In the other four, the status of long-term contracts was such that dismissal was impossible or the nature of the problem was such that correction could be achieved without change of personnel.

In the other five administrator cases, praise and criticism were about evenly

of re-electing you before May 1 is not valid.

If this was done with the deliberate intention of getting the teachers under contract before they could seek other openings, and if the teachers feel that hesitancy to sign within the 20 days specified in law would jeopardize their positions, they could sign immediately and proceed to try elsewhere until May 20. A request for release before that date should be granted, but the teacher could have the contract declared invalid if release is denied.

Since May 20 would be the normal time at which a teacher should make his decision regarding acceptance of employment, applications in other districts or in placement offices should be withdrawn at that time.

If a board wishes to encourage its teachers by early notification, it can assure them that they will be re-elected at the first meeting in May. The actual offer of employment would come after that meeting.

balanced. In two, the superintendents retained their positions. In three, superintendents had already been dismissed and the ethics report was not sufficiently strong to warrant reinstatement.

Some Are Dismissed

Among the 18 cases involving the ethics of teachers, Ethics reports in six cases involving nine teachers supported board action where dismissals had been announced.

In five cases, the teachers resigned or were dismissed in compliance with Commission recommendations. Teachers were criticized for unprofessional conduct in two cases but remained employed when they were able to correct the censored practices. Six teachers in four cases were supported and either retained their positions or were assisted in obtaining better positions. One teacher's credential was revoked despite CTA support.

Under the head of "general conflict," the Commission's summary mentions three cases.

Teachers, governing board, and principal were found in discordant turmoil in a case. An election cured the board problem and the principal had another trial which resulted in dismissal. The teachers with standard credentials (the ones who had been causing some of the difficulty) are being replaced.

Conflict Eased

Teachers were victims of strained board-superintendent relations in another case. A commission suggested improved personnel policies, which are being followed, and the atmosphere has cleared.

Mass dismissals precipitated the third case. A study both supported and criticized the board. But the board has carefully followed Commission recommendations to correct unsatisfactory practices.

In summarizing Ethics activities over the last six years, the Commission pointed out that five teachers and four administrators have been removed from the profession as a result of studies. Five have been kept in the profession who otherwise would have left because of disgust or inability to find employment. One was lost through credential revocation when the factors which led to CTA support were not admissible as evidence in the legal hearing.

FROM THE FIELD

(Continued from page 4)

CALIFORNIA LEADS AGAIN!

For the third consecutive year, projects entered by California in the Industrial Awards Competition sponsored by Ford Motor Company, have won the largest number of cash prizes. A total of 712 entrants from 41 states and territories were awarded cash prizes, with 162 California students taking prizes. Next highest state was Pennsylvania, with 71 winners.

VOCATIONAL EDUCATION STUDY

islature Assembly Concurrent Resolution No. 23, having as its purpose an over-all appraisal of the vocational education program during a 2-year period by an interim committee of the Legislature. Because population increases and a changing economy have brought about increasing need for adjustments in all phases of living, many changes have been made in public school programs. Just how well the program is meeting the current needs of the state, and what adjustments, if any, should be made, will be the problem confronting the newly-created Joint Legislative Committee on Vocational Education.

SCHOOLS SERVE BUSINESSMEN

Declaring that "public schools have a responsibility to serve the business community by establishing themselves as a reliable source of pertinent information for employers of high school graduates," the CTA Public Relations Advisory Panel has issued a report recommending that three steps be taken in development of improved service to business: (1) counseling techniques should be improved; (2) revision made in method of keeping student records to include information needed for hiring purposes; (3) businessmen-educator meetings should be held to learn what information employers want about job-seeking graduates and how schools can supply such information quickly, accurately and thoroughly.

ANOTHER WINNER

Although Woodrow Wilson Junior High School of San Diego was among those schools receiving a principal award from Freedoms Foundation, the school was erroneously omitted from the listing in April CTA Journal.

DO YOU KNOW ABOUT

. . . California's educational assistance program for children of deceased veterans? In a recent bulletin, the California Department of Veterans Affairs told the story of a 16-year-old girl who found a wallet and ended up being approved for educational assistance as a veteran's dependent. Her decision to return the wallet led her to a man who became interested in her background, learned she was a veteran's daughter, and asked if she knew about the program. Available to survivors of fathers and husbands killed in action or dead of injury or disease originating in military service, the educational assistance program can make a big difference to veterans' families where income is

not high. Application for assistance should be made to State Department of Veterans Affairs in Sacramento.

SANTA ANA SCHOOLS MAKE NEA JOURNAL

Teaching practices of teachers in Santa Ana City elementary schools, published by Santa Ana City Schools, have been so interesting that NEA Journal has requested permission to reprint them. The publication, "Promising Teaching Practices in the Elementary Schools," describes techniques used by master teachers in Santa Ana.

CHILDREN'S CAMP OPENS

San Francisco State College Camp for Children will open July 1 for two three-week periods. The camp, located in the Sierra Buttes Recreation Area, Tahoe National Forest, will have an operational staff of trained counselors and a full-time registered nurse. Information may be obtained from Mr. York at the college.

MAYFLOWER WILL SAIL AGAIN

. . . only this time it will be Mayflower II, and she is intended as a gift from the British to the American people "as an expression of the enduring community of interest of our two countries." The project, a permanent foundation to give scholarships to Americans in Britain, is financed entirely by British contributions. The second crossing is scheduled for September-October, 1956.

PEOPLE AND PLACES

Arnold W. Wolpert, CTA field representative, is the author of NEA Journal article entitled, "They'll Never Get It Stopped!" describing what planning can do for a local association. ● Miss Margaret Chase and Dr. Robert Gillingham were honored guests at "Country Fair on a College Campus" held April 29-30 at the California State Polytechnic College in San Luis Obispo. An intercollegiate rodeo, livestock judging contests, poultry show, architectural display, a statewide high school mathematics contest and a barbecue complete with old-fashioned band concert and a tractor rodeo were all features of the two-day affair. ● Miss Mae Ransom, principal of Ynez School, Monterey Park, will retire at the end of this school year. A native of Iowa, Miss Ransom came to California in 1921 and has taught here ever since. ● "Point of Law," a five-minute radio show which presents factual cases presented in terms of human interest, was recently cited by the Freedoms Foundation for "its contribution to a better understanding of the American way of life." Screened for legal accuracy by local bar associations, the show is heard in Northern California over KCBS and in the south over KFI. ● Mrs. Billie Davis, the "Hobo Kid," and Dr. Arthur Corey, CTA executive secretary, have been signed as featured speakers for Coachella Valley and western Riverside County sessions of the county teachers' institute scheduled for November 17-18. ● Dedication services were held April 24 at the new infirmary of the Southern California Teachers' Home in Pasadena. Administered by the Bureau of Welfare of CTA Southern Section, the Home provides housing and care for retired teachers. ● Dr. Harold Spears, assistant superintendent of San Francisco schools and member of CTA Commission on Educational Policy, was named SF superintendent to succeed Dr. Herbert Clish on July 1.

Our Readers Write Us...

Retirement Tax

In a paragraph in the last column of page 14 ("To Tax, Or Not to Tax" by Will Hayes, March, CTA Journal) the statement is made that after the period of recovery is expired, all of the retirement allowance is subject to tax. Actually, the deduction from the allowance, to determine the remainder which is subject to tax, as determined from the formula, is applicable throughout the life of the retired person, regardless of whether he lives one year or fifty years. Thus, if an individual was entitled to a retirement allowance of \$1800 per year, and the formula gave the reduction to determine the balance subject to tax as \$300, the individual would pay tax on the remainder of \$1500 for the remainder of his life.

It happens, however, that only a small percentage of teachers is subject to the formula. I venture to say that 90 per cent or more of them currently would be subject to the so-called three-year rule. This rule simply says that if a retired person would recover the cost of his allowance within three years after retirement, then all of his allowance shall be free from income tax until full recovery is made. If we assume that the cost of the allowance to the individual (his contributions not including interest) amounts to \$5000, and that his yearly allowance is \$1800, we see that he will recover his full cost within three years. Under this three-year rule, the full \$1800 is exempt from tax, until the individual has recovered his \$5000. Thereafter, all of the allowance is subject to tax.

RALPH R. NELSON, Actuary
Sacramento

Consult Tax Expert

The sentence should have read "Each year during the retirement life of the teacher, he would omit \$333.32 from gross income." I'm grateful to Nelson for calling this to my attention and would repeat the advice that all teachers concerned with specific tax questions seek the counsel of a tax expert or a representative of the Bureau of Internal Revenue. . . . You'll be interested to know that a considerable number of inquiries from teachers have come to me since publication of the article. One thing sure: the Journal is read!

WILL HAYES
Santa Barbara

State Colleges

Reference is made to the CTA Journal issue of March 1955, page 5. There is a section under the paragraph topic "Urge Expansion of State Colleges" in which it is reported that I have expressed certain attitudes upon the issues mentioned.

I have not vigorously opposed the Report of the Restudy on the Needs of California in Higher Education as a report because it does contain some good material. I do not agree with certain sections of the Report. I have said that the Report has yet to receive the complete review and endorsement of the Liaison Committee which represents the State Board of Education and the Regents of the University of California. Two meetings have been held on the subject, and certain phases of the Report common to the Regents and the State Board of Education have been accepted. Some of the controversial recommendations have yet to receive action.

I have not said that I will urge the passage of measures now before the Legislature calling for construction of several new state colleges. In fact, I have not taken any position on them. I have, however, said that I believe that the recommendation of the Restudy staff that no new colleges be established until 1965, a recommendation which has been approved by the Liaison Committee, is not realistic. The criticism of this rests upon the fact that the Restudy staff has not placed any enrollment limit upon the existing state colleges or universities. They have, however, recommended the expansion of the existing institutions. It seems to me that institutions of higher learning or any other institutions can lose their effectiveness if they become too large and unwieldy. Then, too, at our present rate of growth, it seems to me that we will be called upon to decide upon the need for new institutions.

ROY E. SIMPSON
Supt. of Public Instruction
Sacramento

First to Admit Negroes

I was very interested in Peter Conmy's article on "Segregation in California" in the March issue of the CTA Journal. Mr. Conmy might be interested in a little item that I found in a book

entitled "History of Solano County Schools" written by Calvin Webster who was County Superintendent of Schools for Solano County in 1883 to 1891.

According to this account at a meeting of the Board of Education in Vallejo on July 3, 1874, a resolution was introduced to abolish the colored school and to admit the colored pupils to the regular accredited schools. The action, according to the account, was fully discussed by members of the Board and citizens present. There was only one exception to the adoption of the change. The account states that with the adoption of the resolution, Vallejo Schools took the lead by being the first city in California to admit colored pupils to its schools.

I, of course, do not know how authentic this account is, but thought it might be of some interest.

PAUL E. CRABB
Vallejo

Not "Readily" . . .

On page 4 of the March issue of the CTA Journal under Education, U.S.A., appears an item titled "English Most Readily Studied." Someone has given the facts quoted from a government report an entirely erroneous interpretation. All three of the subjects mentioned are required subjects in most schools. A greater percentage of U.S. high school students study English than any other subject because most schools require at least three years of English. How happy we teachers of this subject would be if we could teach only those who choose to study English!

ELANOR M. ALLEN
Azusa

Comic Books

Having just read, "It's Still Murder," by Fredric Wertham in the April 9 issue of *Saturday Review*, the Comic Fact Kit article under Education, U.S.A. (p. 5, April Journal) caught my eye.

I know nothing about the content of comic books . . . but from the lurid covers I have seen . . . I can guess the contents. It is my opinion that Mr. Wertham would be a more reliable source than the comic book industry itself for reporting contents of comics. Let me suggest that you read the Wertham article and recommend it as companion reading to Fact Kit for those interested in the industry's program for self-regulation.

BONNIE JEAN BROWN
Downey

We Teach Forestry



A high school forestry instructor (left) takes his turn with students in log bucking competitions at a recent Junior Logging Conference. The annual conference is considered an important part of high school forestry courses and is attended each year by 75 to 125 students. The article below describes the recent development of forestry courses at the secondary level, a vital necessity in forested areas of California.

MAGNIFICENT groves of redwoods and a thriving lumber industry have always been the stock-in-trade of the redwood region, but a course at the secondary level dealing in these com-

Mr. Clemens is forestry instructor at Fort Bragg high school. Photographs for this article were provided by Redwood Region Conservation Council.

modities was not introduced into the north coast area of California until fifteen years ago.

Forestry is a "Johnny-Come-Lately" subject. The forestry course inaugurated at Santa Cruz high school in the early 1940's was the first course of its kind to be offered at the secondary level in the United States.

Roger Clemens

A little slow out of the starting blocks, forestry education is beginning to lengthen its stride and is gradually but surely gaining acceptance in all of the high schools in California's forested areas. The first course under the direction of Robert Burton won recog-



Model of a heel boom log loader used in woods operations was made by forestry and lumbering students at South Fork high school, Miranda. Even the fine parts of the tongs were made by students.

nition and fame throughout the tall timber country and set the stage for the growth and development of a new forestry educational program.

Only Seven Years Ago

In the fall of 1948, a course of forestry was added to the curriculum of Grass Valley union high school, followed in order by the addition of forestry courses at Willits high school (1950), Fort Bragg high school (1951), Southfork (Miranda) and Ukiah (1952), and Arcata and Fortuna (1953). Eureka high and El Dorado county high are working toward courses in 1955. Within ten years it is anticipated that most of the high schools in California's forest communities will offer courses in forestry.

Forestry, as defined by Shirley W. Allen, Professor of Forestry, University of Michigan, is "a science, an art, a business, and a public policy capable of, and occupied with, effecting continuous production and management of forests on suitable lands and the promotion of their beneficial use by mankind."

Forestry, in essence, is a group of subjects including dendrology (the science of trees), silviculture (forest cultivation), forest entomology, forest pathology, forest soils, forest management, mensuration, silvics, regulation, administration, wood technology, forest economics, and other related subjects.

From time immemorial, mankind has lived in the forests, obtaining there his basic needs—food, clothing, and shelter. Through the ages man has accumulated knowledge, often on a hit-or-miss basis, about his arboreal inheritance; but it was not until the end of the 19th century that the science of forestry, as an entity, finally emerged. Its beginnings were marked by the establishment of the first forest station in Germany in 1863. This was the first use of research methods to build up a body of scientific knowledge as a foundation for forestry.

Economic Necessity

Recent studies in the redwood region point out that more than seventy per cent of the wealth of the region grows in the woods; that the bulk of the population derives all, or at least a part, of its income from the forest products and allied industries. In the broadest terms, these studies included not only lumber, plywood, and other manufactured goods, but also recreation, grazing, and commercial fishing.

Other residents who do not receive their income directly from the forest, benefit indirectly by serving the forest worker and his family as well as the millions of annual visitors who seek out the recreational and aesthetic values of the world renowned Redwood Region forests.

To meet the needs of the population, a realistic educational program for secondary schools must include forestry.

The first high school forestry courses were beset by the usual problems of any new course or change in the curriculum of a school. These problems are now largely resolved; the new courses are fairly well established; and a pattern is being set for state-wide courses that will undoubtedly follow.

Forestry Teachers Needed

The recruitment of forestry teachers was the first obstacle encountered in building up the program. Few teachers had any background in forestry; while professionally trained foresters, who might have been attracted to teaching, had little, if any, background in education. To further aggravate the problem, professionally trained foresters

held B.S. or higher degrees from Universities, but could not be accredited for teaching in secondary schools of California. As a matter of fact, forestry was not even accepted as a major field for the secondary credential. Foresters, moreover, would have to be content with lower salaries if they wished to teach rather than practice their profession.

A secondary problem, of somewhat less importance, was the lack of a course outline or a suitable textbook for high school students in general forestry. The new teachers must improvise, using their own training and experience as a guide.

In order to put a forestry course into high gear, a wide variety of technical equipment is desirable. This equipment, embracing such items as compasses, increment borers, Gunter's chains, Abney levels, cruisers' sticks, hypsometers, wood sample kits, and transits, is expensive. Many schools could afford only the barest minimum of equipment.

An early proponent of the high school forestry program, and one of its most active supporters, was the Redwood Region Conservation Council. Cooperating with the high schools in the region, the State Department of Natural Resources and the State Department of Education, it sought out early solutions to the most vexing problems, and urged a program to enlarge and strengthen forestry education.

As a positive means of recruiting forestry instructors, the RRCC Education & Training Committee is cooperating with the University of California's Departments of Forestry and Education to encourage forestry majors, who are interested in teaching, to take education courses as electives in order to



An assistant ranger of the State Division of Forestry instructs forestry students in the use of an Osborne fire finder at the Mathison fire lookout in Mendocino county.

qualify for the general secondary credential.

Textbooks Now Ready

A contribution by the State Department of Natural Resources is a brand new high school forestry textbook, written by professional foresters, which will be ready for distribution in the fall. This textbook will be the most up-to-date, authoritative book on the subject of general forestry.

The forestry industries have been of real assistance to the new courses by generously lending their own forestry equipment for field work. In one instance, a Eureka equipment distributor donated \$200 to help finance a forestry course's equipment needs.

Forestry education has two facets: (1) it may be an academic course which is designed to give the student a better understanding and appreciation of the forest and the forest community and introduce him to a scientific approach to the problems of forestry; or (2) it may follow the pattern of a vocational course aimed at training the student for a vocation in the forest industries. Both types of courses are now being offered.

The general course touches on all aspects of forestry. The student quickly learns that forestry is not a "snap course." As he pores over scientific names for all the trees and plants that grow in the forest (he never dreamed there were so many) he realizes that forestry is a science. He may be a little puzzled as he studies the gross morphology of these plants or gets involved in their anatomy in order to classify and identify one from another. This phase of forestry, termed as dendrology, is basic.

Many Difficult Subjects

After he learns to recognize the trees, the student is ready to tackle more difficult subjects relating to the growth of trees (Silviculture), or the measurement and values of standing timber, logs, bolts, and finished forest products (Mensuration). He then becomes engrossed in the study of forest economics.

Later, he pursues topics relating to entomology and plant pathology in the study of insects and diseases that plague the forests. He seeks knowledge of forest fire behavior and its prevention and control. A second year course is designed to give him more detailed information about the forest and to

PREPARE FOR WHITE HOUSE CONFERENCE



Mrs. Rollin Brown of Los Angeles, first vice-president of the National Congress of Parents and Teachers and a member of the President's Committee for the White House Conference on Education, is shown with Committee members James W. Hargrove (left) of Shreveport, La., and Judge Potter Stewart of Cincinnati, Ohio, at a recent committee meeting at Washington.

Mrs. Brown heads a subcommittee on "How can we get enough good teachers—and keep them?" This topic, and five others, will form the discussion agenda at the White House Conference November 28-December 1.

The national conference will climax state educational meetings requested by President Eisenhower to help solve the Nation's crucial school problems. Congress authorized the White House Conference on Education program and appropriated \$700,000 to help states defray conference costs. Results of the 53 state and territorial conferences and of the national conference, together with findings from the studies now being made by the Presidential Committee, will be considered in a report to the President on the significant and pressing problems in the field of education. One hundred per cent participation of the 53 states and territories scheduled to take part in the program has been announced by Committee Chairman Neil H. McElroy.

introduce him to other phases of forestry.

A school forest or a forest where the students can practice forestry skills or can discover for themselves a world of magnificent trees, luxuriant plants, and soft noises, is an essential part of any forestry course. A classroom is a poor substitute for the forest.

Forest as a Classroom

Out in the woods, the students quickly and easily identify flora and fauna. They observe the forest in a new light as they dig into the earth to study forest soils or plant roots.

Although they have met foresters, loggers, and lumbermen at breakfast meetings during the school year, the students eagerly look forward to May and the Junior Logging Conference. Sponsored by the Redwood Region Conservation Council, the Junior Logging Conference gives the students their first real opportunity to see a logging show in its entirety; to meet and talk over the problems with the leading foresters and lumbermen of the region; and to meet and exchange ideas with other forestry students. It's a great show for everybody and a real highlight to the forestry courses.

Recruitment Systematized

Max Rafferty

TO attract qualified young persons into the teaching profession has become of late a passion with some of us, a shibboleth with all of us, and a science with none of us.

We in the profession have behaved much like Stephen Leacock's famous horseman, who leaped upon his steed and rode madly off in all directions. Faced with the lowering clouds and menacing omens of unfavorable statistics, we have uttered shrill cries of alarm but have done little organized thinking.

We have enlisted the generous support of national publications to dramatize our wrongs and publicize our needs, and have succeeded mainly in frightening several thousand more youngsters out of potential majors in education.

We have exhorted lay groups, memorialized legislatures, and passed enough resolutions to paper the Pentagon. Results have been discouraging, to say the least.

Two-Headed Monster

The trouble seems to be that we are thrashing against the current of an historical trend. The particular trend we find ourselves up against is a two-headed variety, involving a long-term rise in pupil population and a simultaneous downgrading of teacher status in the public mind. A trend like this can be a very nasty customer to handle, much like certain of the multi-headed monsters of antiquity which existed apparently to provide exercise for folk heroes. Head Number One—the thriving baby business—is probably beyond our ability and inclination as educators to defeat. Head Number Two—the decline and fall of teaching as a reputable profession—seems more susceptible to a well-organized attack. This, incidentally, is the one thing it has not yet had to face.

In this connection, public education

Mr. Rafferty is superintendent of Saticoy elementary school district, Ventura county.

and its practitioners during the past few years have been fair game for every conceivable sort of attack, from the slings and arrows of the super-intellectuals to the lead pipes of the various taxpayers' associations. Anti-education propaganda has been organized, financed, and clever. Pro-education propaganda has been sporadic, amateurish, and inconsistent.

The result has been predictable in the light of what usually happens when a willing tyro gets in the ring with a cagey pro. The amateur gets his brains knocked out.

New Approach Needed

What seems to be needed most is the professional approach. It is obviously up to us as educators to sell education. More, if we are really serious about wanting a decent supply of teachers, we are going to have to sell our business to the only segment of the public which can furnish a permanent supply. The high school students of America compose this segment. Nobody needs to be reminded that this group is tough to sell.

Now, none of this is new. The need to sell teen-agers on teaching has been self-evident ever since the shortage began to pinch. The difficulty has been how to do it. We have approached the problem largely from an extra-curricular angle, with emphasis on individual guidance, clubs, and Career Days. The results have been indifferently successful.

It is ironic that we have had these same young people as a more or less permanent captive audience for many

New booklet will help promote teaching as a career among young people . . . and taxpayers.

years without knowing what to do with them. It is in the classroom that we teach the things we want them to know. It is there that we modify behavior. It is there that we have done virtually nothing to interest them in a career vital beyond expression to the nation's survival.

We have done little to sell teaching in our classrooms because we haven't known how. We have had no books and no teaching units.

Something is being done in this connection. The end product should be of interest to all of us who are in the high school area of education, unless we have already decided to throw in the sponge. Coming off the California Education Press this summer is a new text book called "Public Education—A Unit for High School Students," based largely upon research conducted over the past five years by Dr. Emery Stoops, national president of Phi Delta Kappa. The book is just what its title implies. It is short—fifty pages or so—selling for less than a dollar. Its six chapters are organized in unit form, with bibliographies, audio-visual aid sources, and selected periodical listings for each chapter. Written in outline format and aimed strictly at a high school audience, it may accurately be termed propaganda.

A "Selling" Aid

It is propaganda with a twist, however. It sells public education to future taxpayers, voters, and legislators. Importantly, it sells teaching as a career to the very people we have been trying

(Continued to page 31)

"Public Education—A Unit for High School Students," described by the author in this article, will soon be published by California Education Press, a subsidiary of CTA Southern Section. Further information may be obtained from CTA-SS, Special Services, 612 So. Figueroa St., Los Angeles 17. More than 8000 copies of "Careers in Education," published by CTA last September, are now in use in California high schools. Directed to high school and junior college students, the 70-page, 2-color, attractively designed booklet has been widely hailed as an effective recruitment aid among young people. Single copy price is 35 cents, with discount for quantities. Bibliographies and other aids are available from CTA-TEPS Commission, 693 Sutter St., San Francisco 2. Additional helps are expected to result from the Governor's Conference on Education and the forthcoming White House Conference on Education.

J.W.M.

We Have Remedial Reading in Europe, too

The CTA Commission on Educational Policy, meeting in Santa Barbara late in March, spent an hour in earnest discussion of a book by Rudolf Flesch, "Why Johnny Can't Read," not knowing that the CTA Journal had gone to press with critical comment (see pp. 42-43-44-45-48 April CTAJnl).

As a result of the discussion, Dr. William Brownell, dean of the School of Education of the University of California, was urged to have his faculty prepare a factual analysis of the errors in the Flesch book. This project is already under way and a leaflet should be ready for distribution by the end of May.

At the April 9 meeting of the State Council of Education, the Commission recommended that "the Council go on record as decrying the danger in a book such as "Why Johnny Can't Read," by a man who is writing

outside his field of specialization; that the CTA point out its fallacies and inaccuracies; and that it warn the people of the State against accepting what appears to be an easy panacea for a very important and complex area of instruction."

Concerned about a single charge in the book, the Journal asked Miss Louise Weller of San Diego, a member of the Commission, to contact Dr. Bjorn Karlson for a statement on remedial reading in Europe. Dr. Karlson was born and raised in Norway, taught elementary school there, came to the United States in 1949, and received his M.A. and Ph. D. at the University of Minnesota. His doctoral dissertation, soon to be published, is on the subject of remedial reading, drawn from international experience. He is now an assistant professor at San Diego State College. His brief statement appears below.

—JWM

Bjorn Karlson

In *Why Johnny Can't Read*, R. Flesch states that "there are no remedial reading cases . . . practically anywhere in the world except in the United States" (p. 2). He points out that the European countries do not have such cases, the reason being that they use a phonetic approach to reading. Since this is used as a rather weighty argument in this book, many people have asked me about actual conditions in Europe with regard to the occurrence of reading disability cases. The question is referred to me because of my experience as an elementary teacher in Norway and my current teaching assignment in "Reading Difficulties" at San Diego State College.

Rather than answer briefly that there are also children in Europe who can't read, I shall make a brief comparison of the American and European approaches. There are four aspects to the problem. (1) Diagnosis. What is a reading disability case? (2) Incidence. What is the extent of such problems in the schools? (3) Causation. To what causes are those reading difficulties attributed? (4) Treatment. What is being done for the children?

Diagnosis. We find practically uniform agreement in various countries that a child whose reading level is more than one year below expectancy is a

reading disability case. This expectancy is determined by the child's performance in other subjects and in an intelligence test.

Disability Is Widespread

Incidence. Research in the United States has revealed that 10 to 15 per cent of all school children are reading disability cases, with boys outnumbering girls by about three to one. In a very extensive study in England (15,515 cases) F. J. Schonell found that 12 per cent were reading disability cases. (This is exactly the per cent found by Marion Monroe in her famous study.) M. E. Hill, also in England, found that 13 to 15 per cent of 2900 children were reading cases. Hallgren, in Sweden, estimated that 10 per cent of all Swedish school children are cases of specific reading disability. Similar figures, depending upon the definition of a reading disability case, are found in other countries. It is also universally found that boys by far outnumber girls. It should be noted that, in all such instances, intelligence is taken into consideration.

Causation. One of the big differences between the European and the American approaches to reading disability regards causation. In Europe there has been a strong tendency to use the terms *dyslexia* and *wordblindness*, explaining the problem as one of a neurological

deficiency. Numerous attempts to abolish the use of these terms have been made recently, particularly among educators. However, medical people persist in using the term *dyslexia* and continue to study reading difficulties as medical problems. For example, a Swedish neurologist concluded that specific *dyslexia* "with a high degree of probability, follows a monohybrid autosomal dominant mode of inheritance."

But educators and psychologists agree to a great extent that most reading difficulties are "due primarily to failures of the pupil to acquire techniques that might have been acquired had the right guidance and instruction been given at the right time." (A. I. Gates in *The Improvement of Reading*).

Treatment. There are also some differences with respect to the treatment and handling of reading disability cases. Diagnosis of wordblindness often implies incurability. In Sweden, for example, some children have been excused from school work and examinations upon certification by a physician that they are wordblind. Many educators are reacting strongly against this practice and their answer is remedial reading. The trend is toward a kinesthetic approach, employing sandpaper-letters and words, tracing, etc.

Europe Has Its Problems, Too

In Gothenburg, I saw more elaborate remedial reading material than I have

(Continued to page 28)



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CTA Launches New Income Protection Plan

Association announces inexpensive group insurance plan

A PLAN designed to provide CTA members with supplemental salary when regular income stops was approved by the State Council of Education at its April 8 meeting at Asilomar.

The new CTA Income Protection Plan administered by Washington National Insurance Company of Evanston, Illinois, had been studied in detail by the CTA Advisory Panel on Insurance and had been endorsed by the CTA Board of Directors. The Advisory Panel had studied and developed a unique plan and nine companies submitted bids. Washington National filed the lowest bid.

The board of directors appointed an Advisory Panel on Insurance in January 1950. The panel began its work and recommended the California Casualty CTA Auto Insurance program the next year. In 1952 the CTA Blue Cross hospitalization plan was announced. Now, in the summer of 1955, the panel has completed an exhaustive study, resulting in the CTA Income Protection plan.

Protection of Income Added

The CTA plan will provide liberal daily cash benefits for California teachers. The plan is coordinated with sick leave and will provide a low cost means of assuring teachers of an income when disability strikes. Benefits will be paid for regular teaching days after the expiration of accumulated sick leave.

The plan is designed to dovetail with

Founded 1863  California Teachers Association
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May 1, 1955

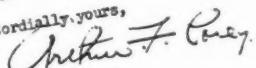
Dear CTA Member:

An important announcement appears in this edition of the CTA Journal about the new CTA Group Income Protection Plan. Every member of CTA will want to read that announcement. It pertains to protection of earning power--a precious asset.

California teachers are fortunate in having a liberal sick leave program. However, when accident or illness disability keeps a teacher away from school, something more is often needed. The new CTA insurance plan will provide that "something more" in the form of cash income for regular teaching days after sick leave is used up. The plan assures the teacher of extra money when needed most.

Our new CTA plan, which is underwritten by the Washington National Insurance Company, will be installed through local CTA chartered associations. We urge unit presidents to be alerted for instruction letters which will be mailed soon. Following the simple steps outlined, every local unit of CTA can make this valuable new Income Protection Plan available to CTA members.

The California Teachers Association is pleased to make this important teacher welfare project possible for its members. We feel that the Advisory Panel on Insurance deserves a vote of thanks. Certainly every California teacher will want to give the plan his most serious consideration.

Cordially yours,

ARTHUR F. COREY
Executive Secretary

other CTA sponsored insurance programs and represents a forward step in making it possible for CTA members to secure the best in benefits at a minimum of premium. The CTA has been able to take advantage of its potential buying power, thus providing California teachers with advantages not available in the usual individual policy.

Benefits Attractive

Specifically, the plan will provide indemnity of \$10 to \$15 per day, depending on the amount of cumulative sick leave earned. Benefits may continue as long as two years. The teacher may begin to draw reimbursement from the company the day following the last day of accumulated sick leave. Payment will be made only for normal school days when the teacher would have been on duty before prolonged illness or accident caused absence.

The premium cost will be \$18 per year per member. CTA Income Protection Plan will be available only to CTA members who are members of local CTA chartered units where 50 per cent of the members are enrolled in the plan.

In September, local chapter presidents will receive detailed instructions regarding the steps to be followed in making the Group Income Protection Plan available to teachers in each local chartered unit. Full information concerning the plan, its benefits, and its advantages will also be provided. Salaried representatives of the company and CTA Field Representatives will be available to assist local chapters.

In its two years of study and analysis, the Advisory Panel developed a plan of Income Protection best suited to California teachers. In addition to having a practical low cost program supplementary to sick leave which will pay benefits for teaching days when disabled, the panel wished to have the plan underwritten by a well qualified company. After meeting representatives of nine companies, the Washington National Insurance Company of Evanston, Illinois, was selected.

Company Is Sound

Washington National is a leader and a pioneer in the highly specialized field of teacher group income protection. The company has over 30 years of ex-

An Announcement

To

California Teachers

THROUGH THE COMBINED EFFORTS OF THE

CALIFORNIA TEACHERS ASSOCIATION

and the

WASHINGTON NATIONAL INSURANCE COMPANY

a new

CTA GROUP INCOME PROTECTION PLAN

will soon be available. Full details will be announced shortly.

ENDORSED BY STATE COUNCIL OF EDUCATION
AND CTA BOARD OF DIRECTORS

Washington National is honored and pleased to announce that the State Council of Education and the CTA Board of Directors have fully endorsed and sponsored the Income Protection Plan for members of California Teachers Association. The Company will strive to justify the confidence demonstrated by your leaders.

WASHINGTON NATIONAL INSURANCE COMPANY

Evanston, Illinois

416 West Eighth Street
Los Angeles

681 Market Street
San Francisco

perience and provides teacher group insurance for more than 2,500 local teachers' associations located in 45 states. It is sponsored and endorsed by twelve state teachers' associations. Investigation revealed that the company excels in giving good service in connection with teacher group plans.

Financially, the company measures up to the highest standards. It has assets of more than \$193,000,000 and an annual premium income of over \$60,000,000. Washington National is an old line legal reserve stock company. The company has more than one billion of life insurance in force, in addition to other lines of insurance.

Two special group insurance offices are maintained in California, one in Los Angeles and one in San Francisco. Home office trained representatives will assist in installing and servicing the CTA Group Income Protection Plan.

Preliminary preparations are being made now for the installation, through local chapters, of the plan, which will be ready to go when schools open next fall. The CTA is pleased to take this important step as another valuable service for CTA members.

FRANK W. PARR,
Assistant Executive Secretary

ON YOUTH'S BEHALF

Red Bluff Teacher Pitches In

TO a handsome, quiet voiced teacher in Red Bluff, it didn't seem reasonable to TALK so much about summer recreation. If people decided that their boys and girls needed such a program,

the next thing to do was to get it under way.

Everyone agreed it was needed. They agreed that some competent man should be found to get the program going and to supervise it during the coming summer months. And almost everyone agreed that the

project was bound to cost some money. A capable person could not be expected to put in the time that would be required without pay.

They also agreed that there was just one hitch. They had no money.

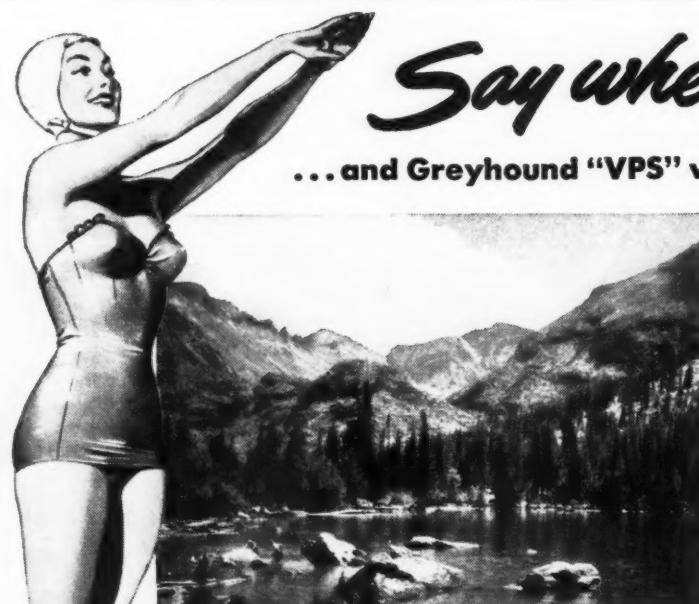
But the teacher, Donald G. McKay, an instructor of mathematics at Red Bluff high school, seemed unconcerned with the question of money. He offered to donate his services for a full six weeks during the summer of 1953.

Group Starts Program

So began the summer recreation and crafts program in Red Bluff, a community of about 6,000. The Red Bluff Recreation Association was founded, with a newspaper man, a radio station manager, two ministers, three teachers,



Donald McKay



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GREYHOUND

a police officer and various others providing leadership.

The summer's activities began slowly, with comparatively few boys and girls taking part, but participation grew steadily. For six weeks during June and July, McKay supervised playground activities each weekday morning and ran baseball and softball league games during late afternoon and evening hours.

By the end of this trial period, the project had proved its worth and had won enthusiastic support. Early in 1954 the Recreation Association was so well established that it could begin to raise funds and to plan expanded activities for the next summer.

During the summer of 1954 McKay conducted a playground program from June 14 to August 1. Supervised games included baseball, softball, ping pong, croquet, badminton, paddle tennis and basketball. He organized a well attended class in copper craft. Total attendance for the 39 days came to 1,173.

He Directs Activities

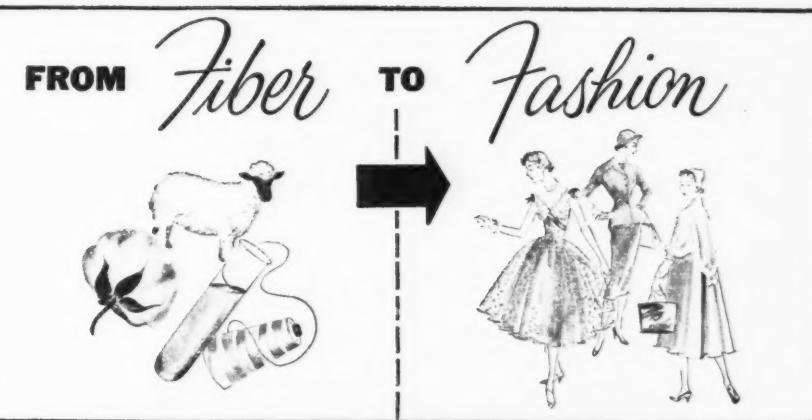
In addition, the association sponsored or assisted with a city softball league, a Kiwanis softball league, a baseball clinic for elementary and high school boys, a teen-age city baseball team and a swimming meet. More than 4,500 young people and adults participated and were spectators at these events.

The Red Bluff Recreation Association is now well established. The people of Red Bluff will long remember, however, that this outstanding community program might have foundered at its beginning had it not been for the work of one person—a teacher—Donald G. McKay. His devotion to his community and to boys and girls led him to give his time and energy when they were most needed.

The Youth Activities and Welfare Committee of the California Teachers Association has taken formal action to honor Mr. McKay for his services to boys and girls during out-of-school hours and in addition to all his regular duties as a teacher. He is the first of several teachers the CTA Journal will recognize.

It is the conviction of members of the CTA Youth Activities and Welfare committee that the devotion of Mr. McKay to children and youth will be found to be typical of many California teachers.

WALTER MAXWELL
CTA Field Representative



AMERICA'S RAILROADS MAKE THE CONNECTIONS!

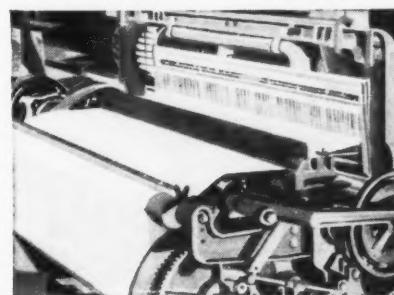
Did you know that your wardrobe represents a modern industrial miracle? It's true...for today's clothing industry is one of the most efficient combinations of raw materials, creative styling, and swift production in history...all linked by dependable railroad transportation!



Your new summer outfit began in many places. From cotton fields, flax farms, sheep ranches and huge synthetic-fiber plants, railroads moved the raw materials to the yarn-spinning mills.



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THE BANFF ROUTE EAST

*Canadian
 Pacific*

REMEDIAL READING IN EUROPE, TOO

(Continued from page 22)

encountered anywhere in the United States. There is also a very strong interest in Denmark in the problems of reading, with a separate journal, "Laesepedagogen" (The Reading Teacher), devoted entirely to this topic. Norwegian teachers wishing specialized training in remedial reading frequently go to Denmark, although the Norwegian Ministry of Education has recently subsidized a program for the training of remedial reading teachers. In England, the remedial approaches appear to be more similar to the ones used in this country.

The above is not an attempt to give an exhaustive review of the literature and the research on reading difficulties in Europe. It is designed to point out that reading difficulties do exist in Europe to approximately the same degree as in the United States despite the considerably greater emphasis upon the phonetic approach in Europe.

Before many questions about the relationship between reading difficulties and phonetics can be answered, more research is needed, first of all regarding the extent of reading disability in countries with a highly phonetic language as compared with that in countries with a less phonetically consistent language. In many countries, there is little information about children's reading achievement, probably due to the fact that it has not been studied extensively.

No Relation to Phonetics

Calling a child a reading disability case would require at least a reading test and an intelligence test, and such tests have not been developed. The small amount of evidence available seems to indicate that the incidence of reading disability is little if at all related either to the phonetic structure of the language being learned or to the way reading is being taught. As in so many instances when large groups of people are being compared, we find that the variations within the groups or countries are much larger than the differences between the groups. This is very definitely true of children's reading in various countries.

"Johnny" seems to be an international figure.

STATE COUNCIL . . .

(Continued from page 9)

the problems of the state's growth and added that he believed the state superintendent should continue to be elected by the people, rather than appointed by a state board.

Officers Are Named

Dr. Robert C. Gillingham, Compton, was reelected chairman of the board of directors and president of CTA to begin his third term.

Jack Rees, Hayward superintendent of schools, was reelected vice president of the board and was appointed chairman of the important Legislative committee.

Arthur F. Corey, executive secretary and treasurer of CTA since 1947, was offered a new four-year contract by the board. He accepted.

New board members, who took their places at a brief meeting following the final Council session, were Mrs. Helen Von Garden, Ben Kellner, and J. Stanley Brode.

New Board Members

Mrs. Von Garden, former president of the Bay Section, is an elementary teacher at St. Helena, Napa county. Mr. Kellner, formerly Central Section president, teaches mathematics at East Bakersfield high school. Mr. Brode, former Southern Section president, was reelected to a second term as representative of CTA's largest Section. He teaches in Santa Monica.

Policy Appointments

Two vacancies on the Commission on Educational Policy were filled by the appointment of Miss Lyylie Gleeten of



CANDIDATE—Elizabeth Yank, Marysville, center, consults with supporters regarding her candidacy for president of NEA Classroom Teachers Department. Election will be held at the annual CTD conference in connection with NEA Delegate Assembly July 4.

La Canada and Guy Jaggard of Bakersfield. One vacancy remains on the powerful 14-member commission: a representative of higher education.

Sarah Carter of Eureka was appointed chairman of the Moral and Spiritual Values committee, leaving a similar position on the new Public Relations advisory panel. Stuart Dufour of Salinas was named chairman of the PR panel.

Two Are Honored

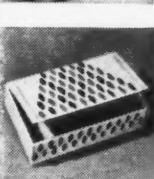
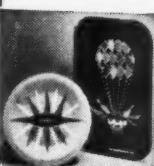
Erwin Dann, assistant superintendent of schools in Fresno and former CTA president, retired from the board after serving a legal limit of two terms. Dr. Rex Turner, assistant superintendent of schools in Oakland, similarly retired from the board but will remain a member of the State Council. The two men were given a rousing ovation for their long service to CTA. JWM



DANN AND TURNER HONORED—President Bob Gillingham, speaking to the State Council, praises the distinguished services of Erwin Dann and Dr. Rex Turner, who retired from the Board of Directors after two full terms. Dann served as CTA president 1947-50 and Turner 1950 to 1953. The Council applauded the two men warmly.

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Glendale Teachers Have Holiday Frolic

Alfred Newsom, principal of La Crescenta elementary school, won the "Grand Prize," two round trip tickets to fly Western Air Lines to San Francisco, at the March 10 dinner meeting of 425 Glendale teachers. Since "Holiday Frolic" was the theme of the annual dinner of Glendale Teachers Association, the stage drop was a ten-foot world, and teachers from twenty-five schools decorated the tables to represent various nations.

CALIFORNIA EDUCATION CLUBS CONTINUE TO GROW

Composed of high school students who expect to be teachers, CSTA-CTA-sponsored California Education Clubs are being chartered in many communities throughout the state. Here are the charter numbers and names which have been authorized since January 20, 1955:

9. Sanger Future Teachers' Club, Sanger union high school, Fresno county.
10. Marms & Masters, Pleasant Hill high school, Contra Costa county.
11. The Echelons, Morningside high school, Los Angeles county.
12. The Pedagogue Club, Inglewood high school, Los Angeles county.
13. Dana Junior Teachers, Richard Henry Dana junior high school, Los Angeles county.
14. Lemoore High School Future Teachers Club, Lemoore high school, Kings county.
15. San Diego High School Twig Benders, San Diego high school, San Diego county.
16. Colton Future Teachers of America, Colton union high school, San Bernardino county.
17. Chaffey Future Teachers Club, Chaffey high school, San Bernardino county.

RECRUITMENT . . .

(Continued from page 21)

to reach. Nothing quite like it has ever been made available to the schools on a textbook level.

Each chapter sells a different aspect of education. Chapter titles include "How the Public School Began," "What the Public School Is Today," "The Public School Teacher," "What Public Education Does for Me," "What Public Education Does for My Country," and "What I Can Do for Public Education."

Here, then, is a self-contained, packaged device for selling education. Written by a recognized authority, it should receive a warm welcome on the classroom desks of high schools all over the country. Especially should it be welcomed by those who have been worried over the absence of a systematized, curricular approach to the problem of teacher recruitment.

After all, it's about time educators caught up with the times. Modern techniques of salesmanship and advertising have much to teach us, and we should not scorn them because of the fear of losing some imaginary dignity. Such dignified professions as medicine have for a long time been glamorizing themselves for all they were worth, and very successfully, too. Physicians have been popularized as "men in white" without noticeable loss of repute, and no one to my knowledge has ever contended that calling a famous nurse "the lady with the lamp" has been a hindrance to the recruitment of nurses.

Maybe we need a new terminology in education. The term "educational laboratories" as applied to schools might, if gently promoted on a nationwide level, bring a few thousand more volunteers into our thinning ranks. Girls who shy away instinctively from the word "teacher" might be much

more amenable to the idea of becoming an "educational technician."

Modern Methods Needed

In short, we had better adopt the successful devices of the twentieth century in selling education. If this is going to require classroom units, texts, and systematized instruction, as Dr. Stoops contends, then we had better get started. If it is going to take intelligent advertising and modern business

methods to get results, we had better do that, too.

One thing is certain. We're not going to beat the teacher shortage by closing our eyes and pretending it isn't there. We must have new teachers, thousands of them and good ones. If we don't get them in a hurry, our way of life is headed for the historical dustbin. We had better reconcile ourselves to whatever it will take to get them.



Fascinating Unit of Study From Seeds

Although this unit was carried out by first graders and told about by their teacher, Mrs. Bessie B. Walker (in the California Teachers Journal), the idea is adaptable for any of the grades and interesting to all ages.

This project motivates school subjects; helps develop powers of observation, cooperation, leadership and responsibility. And can add zest in entering lessons in numbers, reading, oral language, writing and art.

Seeds are a natural subject for a unit of study as it is something in which any child can enthusiastically participate.

Class takes field trip around school yard, to vacant lots, along sidewalks and parks to collect seeds. Aim is to collect 100 kinds.

Scrap books are made which involve sorting pictures into 4 categories;—Seeds make trees, flowers, fruits and vegetables. Class is divided into 4 teams; captains of which see that pictures are well cut out, pasted in correctly and that none find their way into the wrong book.

Boys and girls draw pictures to illustrate their stories concerned in the unit. They paint milk bottle cap covers for containers for seeds. They paint designs for mats on which to display the seeds.

Seeds are sprouted in glass gallon jars in such way that class can watch development of root system and see how leaves grow. By measuring device attached to jar, rate of growth may be checked.

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CALENDAR

of Coming Events

May 3—California Congress of Parents and Teachers; board of managers meeting; Los Angeles.

May 4-6—California Congress of Parents and Teachers; annual state convention, Los Angeles.

May 6-7—C.E.S.A.A., central review board; meeting of co-operative research project; San Francisco.

May 7—CTA Classroom Teachers Department, Central Section; executive board meeting; Fresno.

May 7—CTA Central Section; council meeting; Fresno.

May 7—CTA Southern Section; board meeting; Los Angeles.

May 7—California Elementary School Science Association; northern association meeting; Chico.

May 7—California Elementary School Administrators Association; southern section meeting; Norwalk.

May 7—CTA Central Coast Section; Classroom Teachers Department; breakfast; Santa Cruz.

May 13—CTA Northern Section, Classroom Teachers; meeting; Orland.

May 13-14—CSTA Council meeting; Asilomar.

May 14—CTA Northern Section; council meeting; Orland.

May 14—CTA Southern Section; council meeting; Los Angeles.

May 14—CTA Central Coast Section; council meeting; Santa Cruz.

May 18—California Scholarship Federation; northern regional conference; Del Paso Heights, Sacramento.

May 20—CTA Bay Section; executive committee meeting; San Francisco.

May 21—CTA Southern Section; presidents' conference; Los Angeles.

May 21—California Association of Adult Education Administrators; board of directors meeting; Fresno.

May 23-25—National Congress of Parents and Teachers; annual convention; Chicago.

May 27—California Advisory Council on Educational Research; San Diego.

June 4—CTA State Board of Directors meeting; San Francisco.

June 4—CTA Northern Section; committee chairmen meeting; Marysville.

June 4—CTA Northern Section; local presidents' meeting; Marysville.

June 7-8—California Retired Teachers Association; annual meeting; Los Angeles.

June 12-14—Annual meeting; Future Business Leaders of America, National Youth Organization sponsored by United Business Education Association, NEA; Chicago.

June 13-16—National Association of Student Councils, National Association of Secondary-School Principals, NEA; 19th annual national conference; Ardmore, Penna.

June 20-24—California Agricultural Teachers Association; annual summer conference; San Luis Obispo.

June 20-26—UNITED NATIONS MEETING; San Francisco.

June 24-29—California Agricultural Teachers Association; summer skills program for agricultural teachers; San Luis Obispo.

June 25-July 1—Executives of American Schools for the Deaf; meeting; Hartford, Conn.

July 3-8—NEA; 93rd annual meeting; Chicago.

July 3-4—National Association of Educational Secretaries, NEA; annual convention; Chicago.

July 4—Delegate Assembly; NEA Department of Classroom Teachers; Chicago.

July 4-7—20th Annual Meeting; National School Public Relations Association; NEA, Chicago.

July 10-22—NEA Department of Classroom Teachers; 12th national conference; West Lafayette, Indiana.

August 18-25—Seventh Institute for Teachers and Professors of Mathematics in NE.; Middlebury College, Middlebury, Vt.

August 26—Joint meeting, Section Presidents and Secretaries, NEA Relations Commission and CTA State Board of Directors; San Francisco.

August 27—CTA State Board of Directors meeting; San Francisco.

August 28-31—CTA Seminar for Local Association Presidents; Asilomar.

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The recent publication of three texts should be noted here. Probably the most important of the three is "Personnel Management in School Administration" by B. J. Chandler and Paul V. Petty (World, \$4.75). Here the authors maintain that personnel administration is the real core of successful school administration, especially because it affects such vital areas as teacher supply and demand, salaries, racial integration, and academic and personal freedom.

A sidelight includes the suggestion that the school year ought to be extended, a suggestion based almost entirely on the waste involved in an idle plant, but, interestingly enough, without any reference to personnel policies to be considered under such a plan.

The other two books are second editions. "Child Psychology and Development" by Louis P. Thorpe (Ronald, \$6) first was published in 1946 and has now been brought up to date with additional findings from anthropology and social psychology.

"The Organization and Administration of Guidance Services" by Edward C. Roerber, Glenn E. Smith and Clifford E. Erickson (McGraw-Hill, \$4.75) has been improved during the eight years since its original printing. This is particularly useful in the area of guidance service because there has been tremendous growth and better organization in recent years as the individual needs of youngsters have been given increasing recognition.

G.E.A.

THE GIFTED CHILD: AN ANNOTATED BIBLIOGRAPHY compiled by J. C. Gowan and Mary Seagoe Gowan with the cooperation of other California educators, is a special feature of the March, 1955, **California Journal of Educational Research**. This list of 200 references which goes through 1954, is an attempt to bring up to date the list compiled by Elise Martens published in **The Gifted Child**, edited by Paul Witty in 1951. Special attention is directed to California practices.

A large printing of this issue has made it possible to sell single copies at 75c each. Requests should be addressed to California Journal of Educational Research, 693 Sutter Street, San Francisco 2.

A.P.

**EDUCATING THE CHILDREN OF
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Thousands of teachers helped to write this comprehensive book. Scores of consultants and the professional staff of the county superintendent of schools, under the able supervision of Howardine G. Hoffman, director of the division of elementary education, developed the course of study which provides a basic instructional guide for the elementary districts of the county.

Opening with three background chapters which provide educational perspective, the book then discusses separately the teaching and learning of social studies, science, language, arts, mathematics, the arts, homemaking, and healthful living. Each subject is handled by grade levels with outlines for the children's work and teacher's guide.

An appendix and index make the book a valuable reference. Richly illustrated with full-page photographs, the volume is attractively printed and designed to stimulate creative thinking.

Mrs. Hoffman, a member of CTA's new Commission on Educational Policy, here demonstrates her unusual capacities as a leader in elementary teaching theory and practice. She has shown in this book that a course of study need not be a lifeless listing of required subject-matter.

The publication has been provided to districts in Los Angeles county adopting the course of study as a teacher's guide. A limited number of copies may be obtained from the printer, Parker & Son, Inc. We strongly recommend it as one of the best examples of creative cooperative effort in this field.—JWM.

TEACHING CONSERVATION, a 24-page booklet, is offered in a limited distribution to teachers of California, free of charge, by the education and training committee of the Redwood Region Conservation Council, 576 Sacramento Street, San Francisco.

Dr. Sidney McGrew, chairman of the RRCC committee, has made Vol. 1, No. 1 available as long as the supply lasts. Much of the material was prepared by members of the conservation workshop at Humboldt State College last summer.

Outlines on natural resources, forests, water, soil, wildlife, birds, fish, and recreational resources will be useful to the elementary and intermediate teacher. The booklet provides excellent bibliographies, including notes on free or inexpensive material.

The Council has also produced "Conservation for Today," a quarterly review, which describes the conservation program sponsored by progressive loggers and lumbermen of California.—JWM.

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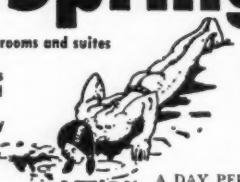
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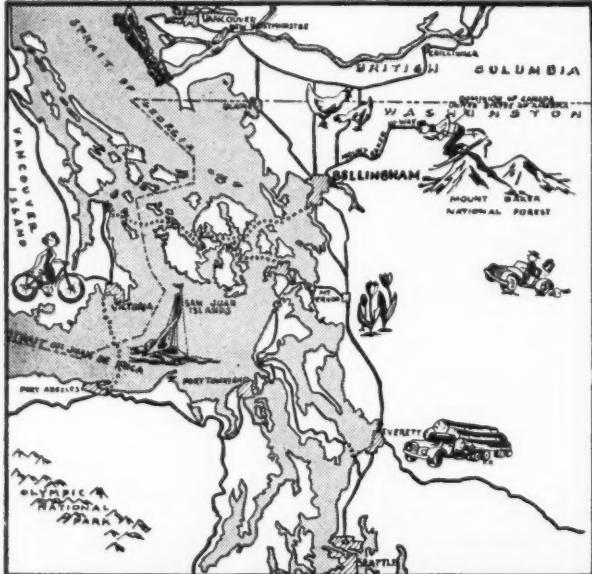
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tion, University of California, Berkeley 4, 55 pp., \$1.25.

This paper-bound mimeographed booklet is a concise review of the current problems of so-called "comic" books prepared at the request of California legislators. It cites professional and international opinion, outlines the drive for regulation, describes voluntary self-regulation, and suggests methods of local regulatory action.

Feder has annotated his work and has supplied a bibliography. His brief summaries of municipal and organization action indicate that cause and effect have been carefully studied.

Debaters on this controversial subject, proponents of censorships, and pointers-with-shame who interest themselves in juvenile delinquency will not find definite recommendations in this brief paper. But they will find here a wide-probing analysis of the problems of regulation.—JWM.

**EDUCATORS GUIDE TO FREE TAPES,
SCRIPTS AND TRANSCRIPTIONS.**
Randolph, Wisc.; Educators Progress Service; 144 pp.; \$4.75.

EPS has been publishing a series of similar guides for many years. The latest addition to the series is the first edition (1955) dealing with free aural materials, organized along the lines of the parallel guides for films and slide films.

This first volume is a bit skimpy, but ought to be useful nevertheless. G.E.A.

NOW IS THE TIME. By Lillian Smith. New York: Viking; 126 pp.; \$2.00 (also paperbound, Dell; 25c).

Based on last year's Supreme Court decision, Lillian Smith's hard-hitting book lashes out against segregation—in schools, in hospitals, in stores—everywhere.

Along with the necessary background information, the author of the famous "Strange Fruit" (which sold two and a half million copies) presents a series of practical suggestions toward the abolition of segregation. And she makes it quite clear that this is not just a southern problem, even though there it may be more serious than it is in our own state.

Among the "simple, undramatic things we can all do" she includes the reminder to use courtesy titles "when you speak to Negroes or about them, and when you speak to any strange Negro." She suggests that this may be a good time to meet some Negroes, to arrange for a guest speaker for school assemblies or club meetings. Similarly, she suggests that Negro organizations ought to encourage such interchanges.

Miss Smith's book ends with a series of 25 questions and answers which go to the heart of the matter, including the classic query: Would you want your sister to marry a Negro? In her answers, the author displays the sensitivity, knowledge and good sense which were to be expected of her on the basis of her earlier books.

G.E.A.

Tour Prizes Offered Teachers for Winning Essays on Student Safety

Teachers of Northern California will have their own special part in the big Teamster-Green Cross Safety Contest scheduled for this fall.

The contest, to be conducted from September 1 through October 31, will be sponsored by Teamsters' Unions and Chapters of the National Safety Council in the area. More than 50 big awards will be presented to teachers who submit winning 2500-word (or less) essays on any phase of accident prevention.

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Canal Zone to New York City contributed by the Pacific-Argentine-Brazil Line; and many more shorter vacation trips or valuable merchandise awards.

Essays entered by teachers will be impartially judged by a panel of judges chosen from among leading educators and newspaper editors of the area. The essays may be sent to the Teamster-Green Cross Headquarters, 478 Valencia Street, San Francisco, at any time between September 1 and midnight on October 31. All entries will become the property of the Teamster-Green Cross Safety Crusade and opinions of the judges will be final. All entrants must be teachers in Northern California public or parochial schools to qualify.

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Central	3,725	7,436	4,051	7,889
Central Coast	654	1,899	1,047	2,042
North Coast	556	1,054	630	1,158
Northern	3,125	5,900	3,864	6,522
Southern	21,726	32,756	23,135	34,564
Placement	—	410	34	457
CALIFORNIA	38,815	67,507	42,972	72,821



CALIFORNIA ELEMENTARY SCHOOL ADMINISTRATORS ASSOCIATION, at a recent convention in Santa Rosa, installed new officers for the coming year. Shown above, left to right, first row, are: Harold Judson, national department representative; William F. Hale, second vice-president; Beatrice O'Brien, first vice-president; Francis J. White, president-elect; Mary Hoyt, president; Paul E. Walters, past president; second row, Vinton Stratton, president-elect, Bay Section; Clay Caldwell, president-elect, Northern Section; James Rockafellow, director, Bay Section; Neva Cannon, North Coast representative; Bernard Watson, News Bulletin director; Betty Finley, secretary; Donald Anderson, treasurer; Gertrude Howard, historian; Fred Zimmerman, yearbook distributor; Mary Irwin, director, Central Coast Section; Don Cleland, director, Southern Section; Roy W. Smith, president, Central Section; J. Randall Patterson, president-elect, North Coast Section. Photo by Wayne White, Stanford Studios, San Mateo.

ETHICS OF TEACHER-SALESMEN

Sixth in a series of Commission statements

COMPLAINTS arising from the practice of one encyclopedia publisher in training its teacher-salesmen to exploit their positions as teachers to gain

entrance into homes and in consummating a sale gave rise to efforts by the Ethics Commission in 1954 to protect the teaching profession from the ad-

verse criticism growing out of such activities.

In the Code of Ethics for California Teachers, Application 9 of the teacher's responsibility to pupils states that the professional teacher "accepts no remuneration, directly or indirectly, for . . . equipping members of his own classes." This application was written to avoid the type of problem accentuated by questionable sales activities.

In conference with the chief executives of both companies which employ teachers to sell and service encyclopedias, certain definitions of ethical practice were found mutually acceptable.

The publishers and the Commission agree that a professional teacher would not attempt to sell books or other instructional material to parents of his own pupils; and that he would not use his position to gain entrance into homes or to create any feeling on the part of the parents that they are under pressure to purchase a specific set of reference books. Publishers agreed to so inform all sales representatives.

The Commission holds a broad view as to what constitutes one's "own pupils," feeling that the teacher who in July and August contacts the homes of children who had been his pupils in June has not avoided the risk of implied pressure. However, no exact definition has been given to this term.

The Commission once stated that the teacher could best avoid dangers of disturbing his school relationships while serving as a salesman if he excluded the attendance area of his own school building from the potential sales area, and considered himself divorced from the teaching profession while making sales contacts. While this opinion has not changed, the Commission is not specifying these conditions in its interpretation of professional conduct.

Rather than attempt to exclude each conceivable source of misunderstanding, the Commission holds that it is each teacher's responsibility to prevent any parent he approaches in sales activities from feeling that purchasing or failing to purchase certain reference works will enhance or damage the child's relationship with school personnel.

The Commission certainly does not question the ethics of teachers augmenting their income through sale of encyclopedias provided these restrictions are observed so that sales efforts will not embarrass the profession or the schools in which they are employed.

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136. **Our Newest Blue Bird School Bus** is a booklet which illustrates the new safety, economy, and comfort features of this bus. (Blue Bird School Bus.)

137. **5000 Years of History** is a booklet of 38 new historical maps of countries of the world, in color. Excerpted from the new edition of the American Peoples Encyclopedia. Limit one per educator.

3. **Creative Crafts With Crayola.** A 32-page book of ideas on how to make useful gifts, party games, invitations, and many other articles—all of which the busy teacher can use or adapt for her own classes. For teachers only. (Binney & Smith Co.)

23. **Historic U. S. Trails Map.** New... completely redesigned in four colors. Size 17 x 22 inches. Also information on graded corrective reading program based on high interest level books for low ability readers. (Wheeler Publishing Company.)

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67. **Oil Pictures.** 29-page booklet, illustrating with pictures, maps and charts the various phases of the petroleum industry. Available to teachers for classroom distribution in the seven Western States, and the territories of Hawaii and Alaska. (Standard Oil Company of California.)

79. **France.** This 24-page booklet, in color, with its charming cover and inside illustrations by well-known French artists as well as beautiful photographs contains much helpful information on what to see and look for in various regions of France. (French National Railroads.)

120. **The Traveler's Friend.** A 244-page, purse size, booklet of tips for the traveler. Includes dollar exchange values and time changes all over the world, equivalents in weights and measures, space for itinerary, record of expenses and suggestions on gratuities. (National City Bank of New York.)

123. **Across Lake Michigan by S.S. Milwaukee Clipper.** An illustrated folder telling how you can take your auto across Lake Michigan between Milwaukee, Wisconsin and Muskegon, Michigan, to enjoy a six-hour cruise and eliminate 240 miles of congested driving. (Wisconsin & Michigan S.S. Company.)

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93. **Information** available on Educational Conference Tours, Trans-Atlantic Student Tours. (Dr. A. Pervy.)

116. **Survey Tour of Europe** for teachers of business, distributive education, social studies, vocational education, and similar fields. Descriptive folder available. (School of World Business.)

122. **Sample Page** from the "Advancement and Placement Journal," lists complete information about actual teaching positions and summer jobs in California, Montana, Japan, Maine, France, etc. No registration or agency fees. No obligation. Properly qualified teachers can obtain these open positions by merely writing the school officials who have submitted them. (Crusade)



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This is YOUR Journal; we want you to receive it regularly. You can help with our problem of mailing.

WE learn from the magazines that we are entering the Age of Electronics, that Automation will change our lives. When we read of the incredible achievements of computation from UNIVAC and its more powerful descendants, we dream of workless leisure combined with flawless abundance.

Take our mailing problem on CTA Journal, for instance. On the mezzanine floor of the CTA building in San Francisco is the membership department, where we maintain a mailing list of nearly 80,000 names and addresses. By all modern standards, our use of addressograph and graphotype machines and steel filing cabinets makes the maintenance system fast and efficient. But it requires four full-time employees and occasional temporary help to keep our burgeoning membership rolls up to date.

In the fall months, leading to a peak in December and January, renewals pour into the department. When receipts arrive at the rate of 2000 a day, the pressure becomes acute. In this period we wish we had a gadget which we could punch, then watch the lights flash while the new mailing list magically pours out of an electric behemoth.

But we have no such gadget yet; we're just dreaming. We should tell you exactly what does happen when you pay your CTA dues each year.

Next September, when your local membership chairman announces he is ready to accept 1956 dues, you will lay out your twelve dollars without hesitation because you know CTA is a modest investment with assured dividends. The chairman, conscientiously doing his job, will keep the receipt book in his desk until he can enroll every teacher in the building. Perhaps by the first of November he will send off his records to his Section office. Our six Sections range in size from 1000 to 35,000 members. By-laws (IV-3d) state that functions shall include "assist in the collection of dues,

issuance of membership cards, and maintenance of membership records." Hence, there is sometimes unavoidable delay before the Section Secretary or his aides audit the report and remit to the State office. Weeks will pass.

You have renewed membership and you haven't changed your address. Your receipt form reaches state office perhaps early in December and three months have passed since you paid your money. First, a girl in Membership department locates your addressograph plate in the proper postal zone, notes the correct address, and notches the plate for '56. The last day of the month your plate, with thousands of others, is fed into a machine which rapidly imprints on a tape. The completed tape, containing names and addresses of all currently active members, is delivered the first day of the month to the mailer. On that day the first shipment of Journals arrives from the printer. The mailer and his crew of three or four men, working with semi-automatic machines, require five days to complete the labeling and sacking of ten tons of Journals (that's ten tons a month).

If you are a new member and your receipt reaches the office in mid-September, the graphotype operator makes a plate for you and files it. For many years it has been a practice of CTA to start mailing the Journal at once, regardless of the month receipt arrives. Our board of directors has directed that this practice shall continue, though it is expensive, since required pressruns are difficult to predict.

Suppose you paid your dues about Christmas time. Under normal schedules, your plate would imprint on the mailing tape by the end of March. If you are a renewed member, your January copy would have been mailed anyway, as a premium copy, even though our records classified your plate as delinquent. We would make every effort to mail the missing February or March issues. Theoretically, we are obligated to provide a full year's file of Journals to the "peak" membership, that is, the total we reach about May 1. So we

provide a supply of "back" copies to cover receipts which arrive late in the spring.

"Movers" give us the biggest headache. Thousands of teachers change address every year, most of them during the summer months. Many instruct their postmasters to use a temporary mailing address during the summer, which they correct by mid-September. Second class mail may not be forwarded without payment of additional postage and normally will not go to a new address at all. Last September over 4000 Journals were undeliverable. We normally make an average of 1000 address corrections a month. Improperly addressed Journals are not returned to CTA, but the address label is torn off and returned to San Francisco, postage collect.

When you move (or expect to move) be sure to notify us direct; don't wait for the postmaster to notify us. A postcard carrying your old and new address will do it. If you act promptly, you will not miss a Journal.

Larry Johnson, editor of New Jersey Education Association Review, recently wrote of another problem: "Mary Jones, having wed, often continues to teach a while as Mary Jones. A year later she appears as Mrs. Mary Smith; a year later as Mrs. T. F. Smith, later still as Mrs. Tom Smith. You can see the complications, especially if she moves a few times in the process."

The Journal is the one direct contact every member has with the Association's program and policies; it contains information important to every member. We hope it also provides useful aids, stimulating comment, and helpful guidance. It is YOUR Journal; we hope you receive it regularly.

Until the age of Automation arrives, we must depend on old-fashioned human aids to speed your Journal to you each month. If we sometimes fail, it will not be because we have not tried. You can help by filing your membership early and by notifying us promptly of change of name or change of address.

There's not enough food for you and the bugs

As any backyard gardener knows, you have a fight on your hands from the moment you turn over your first spadeful of earth. At every step, fungus growths, weeds, and insects that chew, suck are waiting to destroy your lawns, trees, plants, flowers. It is a disheartening struggle for Greenthumbers... a round-the-clock fight for commercial farmers.

Fortunately, there's a growing list of weapons we now can wield in the battle against bugs. Some of the most effective have been developed in the laboratories of California Spray-Chemical Corporation, a Standard Oil Company of California subsidiary. In 1907, we brought out the first basic lead arsenate to stop the codling moth, a rampaging fruit crop destroyer; later, the invention of new-type summer and dormant oil sprays safely checked scale and other insects.

Other Standard research achievements have been chemicals to kill aphids, mites, thrips, and similar sucking insects... dusts to destroy fungus diseases like rust, blight, mildew... sprays and dusts custom-made to knock out such public enemies as the devastating grasshopper, boll weevil, hornworm. Other pest-killers boost milk production from our dairy herds, help beef cattle fatten faster.

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NEWFOUNDLAND, OR NOVA
SCOTIA, CANADA? Save needless
delay at customs — ask us now for
required evidence that you are insured
by a recognized American company.



FOR A HAPPIER VACATION — Remember that most accidents involve violations of traffic laws. **DON'T:** speed, drive on wrong side of road, drive while drinking, crowd car ahead, drive while fatigued. **DO:** start early each morning and stop early for preferred lodgings and more sight-seeing.

Travel tips for touring teachers

FREE GAS for 2,000 MILES . . . that is what the \$45 current yearly average saving amounts to—on automobile insurance in the California Casualty—Teachers Plan, based on standard, or "Board," rates!



TOWING—For emergency roadside service, to the extent specified in your policy, you may call any nearby garage. You pay for work done and send receipted bill to California Casualty. You will be reimbursed promptly up to \$10 or \$100 per disablement, as you decide when ordering your policy.



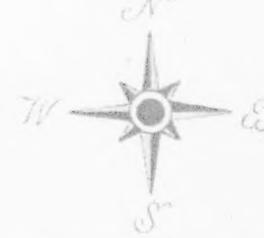
IN CASE OF ACCIDENT: (1) Always stop and give aid. (2) Notify California Casualty by telephone or wire, collect, if there is bodily injury or serious property damage. (3) See identification and claims service card for other instructions.



VISITING NEW YORK? CONNECTICUT? You must increase your bodily injury liability coverage if present limits are below \$10/20,000 for New York and \$20/20,000 for Connecticut. Cost is usually \$2 to \$3.



FOR COMPLETE PEACE OF MIND be sure your automobile insurance is approved by CTA and underwritten by California Casualty Indemnity Exchange, which means the peak of protection as well as probable 40 per cent savings, if you are now insured at the standard, or "Board," rates charged by most companies.



DRIVING IN MEXICO? For trips over 10 days and 25 miles below border, buy separate insurance in a Mexican company at your point of entry. Premium is about \$1 a day.

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____/____

Teachers Name _____ Age _____ Birth Date _____ School Name _____ School City _____
 Spouse's Name _____ Age _____ Birth Date _____ Spouse's Occupation _____ Employer _____
 Residence Address: No. and Street _____ City _____ Zone _____ Home Phone No. _____

Data on OTHER drivers of THIS vehicle who are resident in household:

Name	Age	Birth Date	Check One	Relationship	Driving Status (Check One)
			Male <input type="checkbox"/>		Principal Driver <input type="checkbox"/>
			Female <input type="checkbox"/>		Occasional Driver <input type="checkbox"/>
			Male <input type="checkbox"/>		Principal Driver <input type="checkbox"/>
			Female <input type="checkbox"/>		Occasional Driver <input type="checkbox"/>

Car Year _____ Make _____ Model _____

Is there a If "Yes," give name of loan on car? _____ bank or lending agency _____ (Yes or No)

Is car usually driven to work? _____ of miles ONE way _____ (Yes or No)

Body Type _____ No. of Cyls. _____ Motor No. _____
 (If none, give serial or ID number)

Address of bank or lending agency _____

School Phone No. _____

Do you have other If "Yes," give company cars insured? _____ now insured by _____ (Yes or No)

Most recent CTA No. _____

OFFICE USE

Terr. _____ Cl. _____

Sym. _____

Coll. _____

To quote the LOWEST RATES to which you are entitled we must have ALL data requested. FOR IMMEDIATE COVERAGE phone collect to: S. F.—SUTTER 1-2600; L. A.—MADISON 6-1461.